PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL AGENDA

Date:	October 10, 2014
Starting Time:	9:00 a.m.
Ending Time:	9:30 a.m.
Place:	**AA-140**

CHAIR: Deegan
MEMBERS: Barton, Claypool/Davis, Cuaron, Dentoni, Dimmick, Falcone, Gaspar, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez, Wick
RECORDER: Ashour

	Attachments	Time
A. ACTION ITEM/SECOND READING		30 min
1. Student Success and Support Program (3SP) Plan	Exhibit A	
B. OTHER		

STRATEGIC PLANNING COUNCIL
MEETING MINUTES
October 10, 2014

A special meeting of the Palomar College Strategic Planning Council scheduled October 10, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 9:00 a.m.

<u>ROLL CALL</u>
Present: Barton, Cuaron, Deegan, Dimmick, Falcone, Gonzales, Holmes, Larson, Navarro, Perez, Sourbeer, Stockert, Titus, Tortarolo, Velazquez
Recorder: Cheryl Ashour
Absent: Claypool, Dentoni, Gaspar, Laughlin, Lienhart, Moore, San Juan, Talmo, Wick

A. <u>ACTION ITEM/SECOND READING</u>
   1. **Student Success and Support Program (3SP) Plan**
       Aaron Holmes requested that the 3SP Plan be revised to state that the Student Academic Pathway is about where in a student's career he is getting assessment, not when Palomar College offers assessment; he also discussed the reference in the Plan of the use of the ACT Compass test.

       MSC (Barton/Titus) to approve the Student Success and Support Program (3SP) Plan

B. <u>OTHER</u>
   1. **Student Equity Plan**
       Adrian Gonzales stated that the Student Equity Plan will be sent electronically to SPC and the Faculty Senate. SSPC has approved combining the Matriculation and Transfer Committee with the Student Equity Committee. It will come to SPC as a first reading at the next SPC meeting.

C. <u>ADJOURNMENT</u>
   There being no remaining items, the meeting was adjourned at 9:10 a.m.

CREDIT
Student Success and Support Program

2014-15

Budget Plan

Palomar Community College

Palomar College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:
cccsssp@cccco.edu
and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015

District:	Palomar Community College
College:	Palomar College

Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form.** The form can be found on the Chancellor's Office website at: http:/extranet.cccco.edu/Divisions/StudentServices.aspx.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and* m**ail**, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatric@cccco.edu
and
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

1 Cover Page	3 Part I Funding	6 Summary
2 Do First	4 Part II Planned Expenditures	
	5 Part III Planned District Match	

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Palomar Community College
Palomar College
CREDIT

Part I: Funding   *Enter whole numbers only*

Total 2014-15 Student Success and Support Program Allocation $ 2,783,651

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? $ -

Total SSSP Funds Available for Planned Expenditures $ 2,783,651

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

	Amount
Student Success and Support Program Allocation (Part II: Planned Expenditures)	$ 2,783,651
District Match (Part III: Planned District Match)	$ 5,572,244

2:1 Calculated required match for **credit**: $ 5,567,302

Total Planned Expenditures in the SSSP	$ 8,355,895

Balance 2014-15 Student Success and Support Program Allocation: $ -

2014-15 Student Success and Support Program Budget Plan
"Part I: Funding"
Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

F10   Enter your college's 2014-15 Student Success and Support Program Allocation

F12   Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.

F13   This cell will populate with the funds available for expenditure in the Credit SSSP.

F18   This cell will populate once the Part II Planned Expenditures section has been completed.

F19   This cell will populate once the Part III Planned District Match section has been completed.

E20   This cell will display your calculated required district match for your *credit* program.

F22   This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."

F26   This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".

      0   If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.

      +   If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

      -     If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

Part II: Planned Expenditures (Student Success and Support Program Allocation)

<u>Student Success and Support Program Allocation</u> - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Counselors	3.50	$ 20,000	$ -	$ 305,000	$ -	$ -	325,000
	Adj. Counselors/Faculty Academic Adv	8.71	$ 20,000	$ -	$ 520,400	$ 40,000	$ -	580,400
	Director of SS & Retention	0.50	$ -	$ -	$ -	$ -	$ 44,645	44,645
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 40,000	$ -	$ 825,400	$ 40,000	$ 44,645	$ 950,045
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Supervisors	2.50	$ 44,645	$ 68,065	$ -	$ 58,685	$ -	171,395
	Systems Module Functions Specialist	1.00	$ -	$ -	$ -	$ 67,453	$ -	67,453
	Support Specialists	5.00		$ 94,635	$ 52,194	$ 108,160	$ -	254,989
	Academic Evaluator/Advising	1.00	$ -	$ -	$ -	$ 50,337	$ -	50,337
	Staff Assistant	1.00	$ -	$ -	$ -	$ 45,638	$ -	45,638
	Research Analyst	0.50	$ -	$ -	$ -	$ 34,033	$ -	34,033
	I.S. Project Manager	0.50	$ -	$ -	$ -	$ 40,443	$ -	40,443
	Peer Ambassadors	6.00	$ -	$ -		$ 96,000	$ -	96,000
			$ -	$ -	$ -		$ -	-
			$ -	$ -	$ -		$ -	-
			$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 44,645	$ 162,700	$ 52,194	$ 500,749	$ -	$ 760,288

Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total

3000	Employee Benefits						
		$ 38,000	$ 85,000	$ 425,000	$ 265,000	$ 21,748	834,748
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 38,000	$ 85,000	$ 425,000	$ 265,000	$ 21,748	$ 834,748
4000	Supplies & Materials						
	EAP	$ 25,000	$ 25,000	$ 16,000	$ -	$ -	66,000
	Inreach	$ -	$ -	$ -	$ 10,000	$ -	10,000
	Career Assessments	$ -	$ 10,000	$ -	$ -	$ -	10,000
	Misc. Office Supplies	$ 2,570	$ 5,000	$ 5,000	$ -	$ -	12,570
	Subtotal	$ 27,570	$ 40,000	$ 21,000	$ 10,000	$ -	$ 98,570
5000	Other Operating Expenses and Services						
	Professional Development - Faculty/Staff	$ -	$ 25,000	$ 25,000	$ 25,000	$ -	75,000
	Printing/Mailings/Postage	$ 15,000	$ 15,000	$ 10,000	$ 10,000	$ -	50,000
		$ -	$ -	$ -	$ 15,000	$ -	15,000
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 15,000	$ 40,000	$ 35,000	$ 50,000	$ -	$ 140,000
6000	Capital Outlay						
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -
7000	Other Outgo						
		$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 165,215	$ 327,700	$ 1,358,594	$ 865,749	$ 66,393	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation						$ 2,783,651

* Coordination - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core serivces.

<u>Number of FTE Positions</u> - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation
(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Progam Plan per Title 5, section 55510.
(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.
(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)
Student Success and Support Program allocation funds shall not be expended for:
1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Palomar Community College
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Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**									
	Counselors	15.00	$ -	$ -	######	$ -	$ -	$ -	$ -	$ -	1,630,000
	Dean	1.00	$ -	$ -	$ 145,000	$ -	$ -	$ -	$ -	$ -	145,000
	Director	2.50	$ -	$ -		$ -	$ -	$ 75,000	$ -	$ 205,000	280,000
	Adjunct/Overload		$ -	$ -	$ 500,000	$ -	$ -	$ -	$ -	$ -	500,000
			$ -	$ -	$ -	$ -	$ -		$ -		-
			$ -	$ -		$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	#######	$ -	$ -	$ 75,000	$ -	$ 205,000	**$2,555,000**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Positions**									
	Supervisors	3.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 191,250	191,250
	Classified	15.00	$ -	$ -	$ 281,582	$ -	$ -	$ -	$ -	$ 562,863	844,445
	Hourly		$ -	$ -	$ 15,000	$ -	$ -	$ -	$ -	$ 10,000	25,000
	Researcher	1.00	$ -	$ -	$ -	$ -	$ -	$ 95,000	$ -	$ -	95,000
	Programmers/DBA	3.10	$ -	$ -	$ -	$ -	$ -	$ -	$ 316,549	$ -	316,549
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ 296,582	$ -	$ -	$ 95,000	$ 316,549	$ 764,113	**$1,472,244**

Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000 Employee Benefits									
	$ -	$ -	$ 760,000	$ -	$ -	$ 55,000	$ 130,000	$ 350,000	1,295,000
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ 760,000	$ -	$ -	$ 55,000	$ 130,000	$ 350,000	**$1,295,000**
4000 Supplies & Materials									
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 Other Operating Expenses and Services									
SARS, PeopleSoft	$ -	$ -	$ -	$ -	$ -	$ -	$ 250,000	$ -	250,000
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ 250,000	$ -	$ 250,000
6000 Capital Outlay									
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000 Other Outgo									
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

	Orientation	Assessment	Counseling/Advising	Follow-up	Coordination	Research	Technology	Transitional Services	
Grand Total	$ -	$ -	######	$ -	$ -	$ 225,000	$ 696,549	$ 1,319,113	
Total Planned Expenditures must be at least equal to or exceed the Required District Match									$ 5,572,244

Student Success and Support Program 2014-15 Budget Plan
"Part III: Planned District Match"
Other Instructions

* Coordination - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core serivces.

<u>Number of FTE Positions</u> - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match
District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:
1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:
(a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
(b) Indirect costs (i.e., heat, lights, power or janitorial services).
(c) Political or Professional Dues, Memberships or Contributions
(d) Construction, or Vehicles
(e) Travel unrelated to SSSP activities or functions

Beverages and Food
According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay fo general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Palomar Community College
Palomar College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	$	2,783,651
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	$	-
Total SSSP funds Available for Planned Expenditures	$	2,783,651

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	$	2,783,651
District Match (Part III: Planned District Match)	$	5,572,244
2:1 Calculated required district match for **credit** $ 5,567,302		
Total Planned Expenditures in the SSSP	$	8,355,895

Balance 2014-15 Student Success and Support Program Allocation:	$	-

The required District Match was met:	**Yes**

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Progam Plan per title 5, section 55510.

	bstockert@palomar.edu	(760) 744-1150	
Brian Stockert, Dean, Counseling Services	Email address	Phone Number	Date
College Credit SSSP Coordinator (Typed name and signature)			
	adriangonzales@palomar.edu	(760) 744-1150	
Adrian Gonzales, Assistant Superintendent/V.P. Student Services	Email address	Phone Number	Date
SSSP Supervising Administrator or CSSO (Typed name and signature)			
	rperez@palomar.edu	(760) 744-1150	
Ron Perez, Assistant Superintendent/V.P. Administrative Services	Email address	Phone Number	Date
District Business Manager (Typed name and signature)			
	rdeegan@palomar.edu	(760) 744-1150	
Robert P. Deegan	Email address	Phone Number	Date
College President (Typed name and signature)			
	Email address	Phone Number	Date
District Chancellor (Typed name and signature)			

Student Success and Support Program Plan
(Credit Students)

2014-15

District: Palomar Community College District
College: Palomar College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.
   I.   Program Plan Signature Page
   II. SSSP Services
         a. Core Services
               i.   Orientation
               ii. Assessment
               iii. Counseling, Advising, and Other Education Planning Services
               iv. Follow-up for At-Risk Students
         b. Related Direct Program Services
               i.   Institutional Research
               ii. SSSP Technology
         c. Transitional Services Allowed for District Match
   III. Policies & Professional Development
         • Exemption Policy
         • Appeal Policies
         • Prerequisite Procedures
         • Professional Development
         • Coordination with Student Equity and Other Planning Efforts
         • Coordination in Multi-College Districts
   IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

College Name: _Palomar College_____

District Name: _Palomar Community College_____

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations.*

Signature of College SSSP Coordinator: _____

Name: Brian Stockert   Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Adrian Gonzales   Date _____

Signature of the Chief Instructional Officer: _____

Name: Berta Cuaron   Date: _____

Signature of College Faculty Senate President: _____

Name: Greg Larson   Date: _____

Signature of College President: _____

Name: Robert Deegan   Date: _____

Signature of District Chancellor: _____

Name: _____   Date: _____

Contact information for person preparing the plan:

Name: Brian Stockert   Title: Dean, Counseling Services
Email: bstockert@palomar.edu   Phone: (760) 744-1150, Ext. 2184

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa.   Core Services

i. Orientation

- Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Our Target Student Audience
We estimate we will be serving 4619 first-time students annually.

Types of Activities & Delivery Methods
- *Comprehensive Orientation* A comprehensive orientation needs to be provided to all new Palomar College students, excluding only those students classified as exempt. This comprehensive orientation will include:
- Academic expectations and progress and probation standards pursuant to section 55031
- How to maintain registration priority pursuant to section 58108
- The prerequisite or co-requisite challenge process pursuant to section 55003
- Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees
- Available education planning services.

- *Student Support Service Orientations* (Financial Aid, Veterans' Services, etc.
  - o The comprehensive and Student Support Service orientations will be offered through our Early Acceptance Program or prior to a student's enrollment in classes.
  - o Other orientations that meet Title 5, Section 55531 requirements are provided by ESL, FYE, and Summer Bridge.
  - o The information will be available through regularly scheduled presentations or online.
  - o Students will be able to print important deadlines directly from the online

orientation.
- Field of Study Orientations
- Career Orientations
  - Major and career searches will be made available to students from the time of their application until their completion of study at Palomar College.
  - The information will be available through regularly scheduled presentations, in specially designed curriculum, and online.
- Department Orientations
  - "Departmental specific" orientations should enhance the comprehensive orientation. Students can be sent an invite at the time they register for particular class or when they declare their major.
  - We will develop a comprehensive list of departmental orientations at the completion of the comprehensive orientation. Special attention would need to be given so that students are not inundated with orientation invites. For example, if a student signs up for 3 Graphic Communications classes, they should not receive 3 separate Graphic Communication orientation invites.
- Campus Tours
  - Tours will be scheduled at regular intervals throughout the semester.
  - Online, virtual tours will be made a part of the online orientation.
- Outreach
  - Investigate various communication methods to apprise students of orientation services offered.

The MIS group will determine how to track completion of orientations directly to PeopleSoft, whether done in person or online.

Partnerships with high schools, colleges, workforce agencies, or community partners
Palomar College is now a part of the San Diego North Adult Education Partnership, developed from our work on AB86. As we continue to meet with our area advisory councils over the course of the next year, we will see a coordinated effort among all participants with respect to providing students with orientations, assessments, and information on career and academic pathways.

PLAN
- Assemble an Orientation Workgroup.
- Identify orientations being offered that don't meet the required Title 5 elements.
- Determine which orientations should meet the required Title 5 elements.
  - Determine a means for tracking attendance at those orientations.
- Developing comprehensive list of departmental orientations.
- Determine whether we need to go off-site to provide services.
  - Determine which locales in the district will require our going to them to provide orientations, assessments, and educational planning.
- Investigate various communication methods to apprise students of orientation services offered.
  - Incorporate into college's marketing plan

- Continue to develop a comprehensive online orientation available for all students, including access for students with disabilities.
  - Identify position to develop and manage related website.
- Tighten our tracking system to ensure accuracy and comprehensiveness.

1. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Comprehensive Orientation (in-person)
Counselors – 22 full-time; 19 part-time; to provide academic, career, and personal counseling for all students at Palomar College
DRC Counselor – 1.75 full-time; 1 part-time; to provide academic, career, and personal counseling for all students with disabilities at Palomar College
EOPS Counselor – 2.25 full-time; 3 part-time; to provide academic, career, and personal counseling for students enrolled in EOPS program
TRIO Counselor – 4 part-time; to provide academic, career, and personal counseling for students enrolled in the TRIO program
Supervisor Orientation Services - .5 FTE; provide leadership in implementing orientation activities to include arranging for facilities use, scheduling of staff and development of materials

ESL Student Specialist (1) – provides advising and orientation to students moving from non-credit to credit
ESL Non-credit Matriculation Assistant (1) – manages non-credit matriculation and provides orientation to students moving from non-credit to credit

2. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Comprehensive Orientation (online)
Developing an online comprehensive orientation will require input from our Orientation Workgroup, which will include instructional and counseling faculty and student services staff. We will need someone with website development and maintenance skills. We will need to develop tracking as well.

The current online orientation (Cynosure) needs to be updated to include all 8 of the required items on the Orientation Checklist. We will need to develop a system that would track the understanding and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in having to enter manually the student orientation data into the PeopleSoft system.

Carrying out this task will require an additional Functional Specialist position.

3. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

> **Orientation Checklist (**Required Policy or Procedure)
> (1) Academic expectations and progress and probation standards pursuant to section 55031;
> (2) Maintaining registration priority pursuant to section 58108;
> (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
> (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
> (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
> (6) Academic calendar and important timelines.
> (7) Registration and college fees.
> (8) Available education planning services

Our college will be developing a comprehensive online orientation that includes all 8 of the required items on the Orientation Checklist. We have previously been conducting in-person comprehensive orientations as described earlier in this section and have a limited online orientation at present. To ensure that all students have access to a comprehensive orientation, the college will be offering online, departmental, and in-person orientations that meet Title 5 requirements and the local needs of Palomar College Students.

The Orientation Workgroup will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continuing and enhancing access to in-person orientations.

To promote student access to and completion of a comprehensive orientation program, the college is implementing a SSSP dashboard showing student completion of assessment, orientation, and student education plans.

For the dashboard, we will leverage PeopleSoft and placing the dashboard at the top of existing form so that the employee meeting with a student will have easy access to the student's status with respect to all 3 data elements (assessment, orientation, and education planning).

We continue to leverage Cynosure and may choose to build out the program to reach its maximum potential in assisting students. For example, we could develop a Veterans' Services Program Module, which would provide the standard comprehensive orientation to any student who is a part of the Veterans' Services Program.

Again, the Functional Specialist position is key to providing ongoing development and maintenance.

4. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

We are also working on a process to ensure that department and program orientations for students meet the requirements for a comprehensive orientation as well under Title 5 regulations. This will be accomplished by training from College Student Success and Support Program staff and use of a college- wide online comprehensive orientation. We believe this will result in decreased repetition

of providing information for students and requiring multiple orientations that are not applicable or necessary.

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5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See attached spreadsheet

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ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Our Target Audience
Our intention is to assess and place every potential student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. Potential students include new, current, or continuing students. See attached chart on page number 4.

The estimated numbers of students to be assessed are 10,000 testing on campus and approximately 3,000 Early Acceptance Students (EAP students) testing both here on campus and at their local high schools.

A median number of 726 of ESL students are assessed annually on the San Marcos Campus. In 2012-2013 the Escondido Center tested 548 ESL students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).

We also test and place ESL students at Fallbrook using the CELSA.

2. Describe the method(s) by which assessment and placement will be delivered.

Delivery Methods
We administer the ACT Compass/ESL test, which allows us to place students into English, Math, Reading, and ESL. It is a computerized test that has no time limit.

Each department administers its own challenge test:
- the Math department gives the Accuplacer, which is a computerized test;
- the Reading and English Departments give the Asset test, a paper and pencil test;
- the ESL Department administers CELSA for Grammar and Reading challenges;
- the ESL Department allows students to write an essay in response to a predetermined topic; the essay is then read and graded holistically by two independent faculty.

3. Describe at what points assessment and placement are provided.

The ACT Compass Assessment test is given regularly throughout the year. However, the groups we test vary depending on the specific time of the year:
- o EAP students are tested from January through April
- o Regular students are tested throughout the entire year.
- o Special circumstance students are tested throughout the entire year. These groups include Veterans, EOP&S, Fire Fighters and EMT.
- o ESL Department tests every semester: in July and August for fall, in Dec and Jan for spring; and in May and June for summer.

4. Describe any partnerships (colleges, high schools, community groups).

The assessment office has partnerships with 44 local district high school counselors for the EAP program. The assessment office also has partnerships with CSUSM for eligibility purposes for English, reading, and math.

PLAN
- o Review process by which student groups come to campus to assess
- o Review paper options of test for accessibility issues and process re: administration of tests to DRC students

5. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment and related research services.

Current Staffing
Assessment Office (Main Campus)
- o Assessment Coordinator/School Relations, who provides Administration, coordination, office management
- o 2 FT Counseling Support Specialists, who schedule and proctor assessments

Assessment Office (Escondido)
1 Assessment Technician, who proctors assessments and provides technical support

ESL Department (Main Campus)
The following staff provide assessment and placement:
- o ESL Student Specialist
- o ESL Program Specialist
- o ESL Lab ISA

ESL Department (Escondido Center)
The following staff provide assessment and placement:
- o ESL Program Specialist
- o Hourly Assistant

PLAN

Desired Staffing

Assessment Office (Main Campus)
- o   Assessment Coordinator/School Relations
- o   2 Counseling Support Specialists, who schedule and proctor assessments
- o   *Counseling Support Specialist*, who schedules, proctors, and provides assessments; links students to appropriate resources identified as a result of a student's placement (split schedule between San Marcos & Escondido)
- o   4 STH employees who assist with all testing, processing of results, and student service inquiries

Assessment Office (Escondido Center)
- o   1 Assessment Technician, who proctors assessments and provides technical support
- o   *Counseling Support Specialist*, who schedules, proctors, and provides assessments; links students to appropriate resources identified as a result of a student's placement (split schedule between San Marcos & Escondido)

6.   Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Assessment and Challenge Tests Used for English, Reading, Math, and ESL
The Assessment Office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all of our in-house testing in San Marcos, Escondido, and Camp Pendleton. We use the Compass/ESL (2013 Internet Version: Windows 7 Conversion) for the high school testing done offsite and for large group sessions who come to the school.

For the challenge test for English, we use the Asset paper and pencil test (Form C-2). The math department uses Accuplacer. The ESL Department uses CELSA or a handwritten essay form for a challenge test.

Method and Delivery
We use the internet version of the ACT COMPASS/ ESL test when we test at the local high schools and when we test large numbers of prospective high school seniors for our EAP program on the San Marcos Campus on Saturdays. For in-house testing in our Assessment Office, we use a downloaded Windows version ACT Compass/ESL (version 3.0 for Windows, 2000 compliant.) This version gives us the ability to print out scores directly and to give a copy to the students. The English challenge test (Asset) is proctored individually in our office. The Math challenge test (Accuplacer) is given individually and in groups in the math lab.

7.   Describe the use of multiple measures.

Compass/ESL test uses Act Compass/ESL Grammar Usage and Act Compass/ESL Reading. Students must take both tests. The scores from the two tests are averaged (Test1Score + Test2Score). Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

- o   English: ACT Compass Writing
- o   Mathematics: ACT Compass
    - o   Numerical Skills/Pre-Algebra
    - o   Algebra
    - o   College Algebra
    - o   Trigonometry

The four math tests are employed "adaptively" – based on students' answers; students are moved up to a higher test or down to a lower one to achieve placement.

- o   Reading: ACT Compass Reading

Multiple Measures
Multiple measures for regular ACT testing for English, reading and math are listed below:

- o   All three disciplines (ENG, MATH & READ) award multiple measures credit to students who self-report a high school GPA of 3.0 or higher (aka "B+ or better"). The GPA used is as the student reports it on her/his Application for Admission.

- o   English and Math award additional multiple measures credit to students who score "highly" (84 or more points) on the Reading Placement Test -- ACT Compass Reading.

8.   Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Acceptance of assessment scores from outside district
Our Assessment Office accepts the following:
- o   College Readiness scores from CSUSM.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test.

- o   CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:
    - o   PASSED English: Student will be cleared to enroll in English 100

- o   PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- o   PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psy/Soc 205* only if they prove they are taking a math class their senior year in high school.

*Students wishing to place into Pre-calculus or Calculus will still need to take the assessment test. Placement from other colleges is also acceptable.

- o   Our college accepts scores from other California Community Colleges using an equivalency grid.

9.   Describe college or district policies and practices on:

a.   *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

Assessment has pre-test practice available on our website. The Math Department has prepared different math practice problems with answers from Pre-algebra to Calculus I level. Study guides for above college level have not been completed. To access these test practice problems, students go to the quick links drop down menu and scroll to assessment. On the left hand side of this page they will see study guides, where the practice problems are available.

For English test practice, the counseling department has put up practice ACT Compass problems and also some basic guides for grammar and punctuation.

b.   *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

Students may re-take the ACT Compass test once a year, but an entire calendar year must have gone by in order to retake the computerized test. Challenge tests for math and English are offered throughout the year however students may only challenge a test once a year.

c.   *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Student test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated.

10. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

Acceptance of assessment scores and from outside district. Assessment takes SAT scores, ACT scores, AP scores and College readiness scores from CSUSM.

- o SAT scores
  - o Writing 500 or higher: Student will be cleared to enroll in English 100, Math
  - o 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- o ACT scores
  - o Writing 22 or higher: Student will be cleared to enroll in English 100
  - o Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*
- o AP scores
  - o 3 or higher for English Lit/Comp or Lang/Comp, Statistics, Calculus AB or BC

Use of other 3rd party assessments/test (EAP, SAT, ACT, etc.) See the chart listed above for the cut-off scores. Assessment takes placements meeting these cutoffs for all of these tests.

Palomar College does accept an EAP result of "college ready" to exempt students from the college placement test in math and English.

11. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

See attached spreadsheets

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Our Target Student Audience
The target student audience is comprised of all currently enrolled students.

Annual Number of Students to be Provided For
- o Counseling
  - o 33,125 educational plan entries by all District counselors in 2012-2013
- o Advising
  - o no positions currently exist on campus with exclusive academic advising responsibility
- o Other educational planning services

- 699 probation workshop attendees in 2012-2013
- 213 group counseling attendees in 2012-2013 through General Counseling
- 1,622 counselor contacts by phone (General Counseling) in 2012-2013
- 1,158 counselor contacts via email (General Counseling) in 2012-2013
- 1,336 students attended EAP events in 2012-2013
- 139 students attended counseling- topic workshops through General Counseling in 2012-2013
- 108 students attended Career Center Workshops in 2013-2014
- 747 attended Transfer Center Workshops in 2013-2014
- 226 students attended TLC student success topic workshops in 2013-2014
- 120 students participated in registration assistance days in 2013-2014
- 93 students participated in FYE orientations in 2013-2014

Delivery Method (in person, workshops, classes, online)
o A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email
o In person workshops are offered throughout the year. Topics that are offered include student success strategies and helping students who are on academic or progress probation.
o EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
o Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District.

Partnerships (colleges, high schools, community groups)
o EAP activities are provided for all District high schools
o Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement
o ULinks with UCSD
o CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students
o UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM

Points Services/Activities at Which Service are Provided
o Ongoing counseling services occur at multiple points per the needs of the students
o EAP occurs at 0-15 units
o Group counseling occurs at multiple points as needed.
o DRC, SEC occurs at 0-15 units

o Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Delivery Method (in person, workshops, classes, online)

- A majority of educational plans and other counseling services are provided in individual counseling appointments which are most often offered face-to-face, but may be offered over the phone, online in real time, or by email
- In person workshops are offered throughout the year. Topics that are offered include student success strategies and helping students who are on academic or progress probation.
- EAP events with orientation and counseling activities are offered towards the end of every spring semester prior to fall registration
- Online and traditional counseling classes often incorporate educational planning in the curriculum. Classes are offered in all terms offered by the District

Drop-In Counseling VS Appointments
- Appointments are offered in General Counseling as well as answering of quick questions on a drop-in basis.
- DRC has walk-in times available 3 hours per day at various times

Adequacy of Access to Counseling and Advising Services
- Students may wait up to 1 - 2 weeks to see a counselor in General Counseling
- All students have access through the Counseling Department website to "quick" email interactions with a counselor with a response time of twenty-four to forty-eight hours
- All counselors regularly respond to student phone and email inquiries
- EOPS students generally wait 1 week for an appointment in the beginning of the semester and may wait up to 1 month as the semester progresses
- DRC access to individual appointments range 3 days to 2 weeks

Use of Academic and/or Paraprofessional Advising
Currently, Palomar College does not have any position whose exclusive responsibility it is to provide academic advising. However, the following departments did respond to a survey and indicated the use of some staff or faculty where academic advising is a regular portion of their job responsibilities:
- Nursing
- Dental Assisting
- Music
- Child Development
- Graphic Communication
- ESL
- Construction Inspection, Public Works Management, Water and Wastewater Technology and Apprenticeship Certificate programs
- AIS
- Others- TBD

All full time and adjunct instructional faculty provide discipline specific advising to students
- ADAs in Academic Departments
- Classified Staff with Advisor titles:
    - Evaluations- Academic Evaluators/Advisors
    - Financial Assistance Advisors (Veterans, Financial Aid Departments)
    - GEAR UP/Upward Bound Guidance Services Coordinators

- o Degree Audit
- o Foster Youth
- o Transfer Center
- o Career Center

The College will provide opportunities for discussion between instructional and counseling faculty regarding the definition of academic advising vs. counseling, the scope of activities related to academic advising and the professional development activities needed to support academic advising. In addition, the College will also provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

2. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Scope and Content of the Plan
- o Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan
- o Abbreviated educational plans will list 1-2 terms worth of recommended coursework, the students goal (if known), the general educational pattern recommended, recommended support services and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
- o Students will have a number of options for receiving counseling:
  1. Individual appointment basis – 45 minutes
  2. Quick-question/drop-in sessions
  3. Workshops, group counseling, online counseling
- o Discipline specific advising is available through academic departments

3. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

Addressing the student goal, course of study, and courses, services and programs used to achieve the goal
- o Counselors work with students to develop comprehensive educational plans which list 2 or more terms (as needed) to take students from their current term to the projected closure term with the students' goal, recommended coursework, desired transfer institutions for transfer students and career information and guidance for CTE students, the general educational pattern recommended, recommended support services, and a summary of the key points of the interaction as well as recommended student or counselor actions to be completed after the appointment.
- o The Course Outline of Record for Counseling 110 addresses the development of an educational plan.
- o Instructional faculty and department chairs offer academic advising providing discipline-specific information to assist students with formulating academic goals

Plan
- o Explore options for addressing educational plans in addition to the one-on-one model, e.g., group model, online model, etc.
- o Explore ways to increase student access to counseling services for quick questions.
- o Explore use of degree audit evaluation of individual student records as fulfillment of requirements for an abbreviated educational plan
- o Students who are undecided with respect to major or career goals enroll in Major Search and Career Search counseling courses in their first semester at Palomar College.
- o Evaluate the effectiveness of each model in terms of numbers of students served, student satisfaction, etc.
- o Explore ways in which counselors can increase knowledge of specific discipline requirements.
- o Explore ways in which counselors can serve as liaisons to assigned academic departments in an effort to build collaboration that assists in the increase of the number of touch points among faculty, counselors, and students
- o Evaluate effectiveness of the collaboration
- o Provide opportunities for discussion between instructional and counseling faculty regarding the definition of academic advising vs. counseling, the scope of activities related to academic advising and the professional development activities needed to support academic advising
- o Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

4. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

General Counselors – 20 – Contract Full-Time – 19 Part-Time (12.07 FTE)
- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director, and Articulation Officer)
- As per contract, the thirty (30) hours of counseling and related duties, as coordinated with the Department Chair, shall comprise twenty-five (25) hours of scheduled counseling activities and/or department meetings and five (5) office hours.
- Responsible for providing academic, career, and personal counseling to new and continuing students.

Special Program Counselors – 4 Permanent Full-Time – 2 Part-Time (.67 FTE)
- EOPS Counselors provide academic, career, and personal counseling for students enrolled in the EOPS.
- DSPS (DRC) provide academic, career, and personal counseling for students with disabilities and complete required student education contracts.
- TRIO provide academic, career, and personal counseling for students enrolled in TRIO.

Grand total of FT and PT (adjunct counseling hours for all Counselors-regardless of programs=
- **Full Time: 16(GC) + 4 x 25 student contact hours/week= 500 student contact hours/week**

- **Part Time : 12.74 FTE counselors @ 20 hours/week = 254.8 student contact hours/week**
- **Grand Total= 754.8 student contact hours per week**

Faculty Academic Advisors

- Provide discipline-specific academic advising

- Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

- PeopleSoft -- entry and development of educational plans
- Other support of counseling, advising, and other educational planning services
    - SARS appointment system -- schedules and tracks of students
    - On Base Imaging Software -- makes educational records, including transcripts, directly available to counselors
    - SKYPE -- online counseling
    - TES (Transcript Evaluation Service) -- allows for the lookup of course equivalents across colleges nationwide
    - Kurzweil & Jaws -- alternative media technology to assist students with disabilities to access counseling information

PLAN

- Continue vetting and development of degree audit program.
- Continue vetting and development of comprehensive online orientation.
- Continue vetting and development of online counseling, including use of online educational planning tool for students and counselors.
- Provide training for instructional faculty as applicable to track student advising appointments and subsequent documentation of services provided in PeopleSoft

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5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

See attached spreadsheets.

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iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
    a. Types of services available to these students; how they are notified and when.
    b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
    c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
    d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Our Target Audience

The target student audience for at-risk follow up services at Palomar College includes students enrolled in a basic skills course, students who do not have an identified educational goal or course of study, students who are on academic probation, students who are on progress probation, and students who are facing dismissal. The estimate of the annual number of students to be served is as follows:

Students enrolled in basic skills courses
• 3804 Students

Students who do not have an identified educational goal and course of study
• 2888 Students

Students on academic probation
• 4187 Students (Spring 2013/Fall 2013)

Students on progress probation
• 115 Students (Spring 2013/Fall 2013)

Students facing dismissal
• 601 Students (Spring 2013)

Identifying Students in Need

Palomar College utilizes Early Alert, with which we identify students in need of at-risk services. This program focuses on students enrolled in basic skills courses. Our Athletics, FYE, and EOPS programs request academic and attendance updates of its students as well. FYE follows up with students by recommending support services which might best serve students and follows up with instructors.

Enrollment Services currently runs academic and progress probation status reports each full academic term. Students are notified by email of any probation status and are advised to seek services. Students at probation level 2 have a hold placed on their account and are required to meet with a counselor.

Students who have been dismissed for academic or progress reasons are eligible to return after one semester by petition to the Academic Review Committee. The petition can be obtained from a counselor or the Evaluations Office.

The Counseling Services Division and Enrollment Services are currently working on an at-risk assessment tool consisting of a comprehensive list of all students eligible for enrollment in a given term. This tool will comprise data elements including course completion; term GPA; cumulative GPA; probation status including academic and lack of progress probation; completion of assessment, abbreviated or comprehensive education plans; and basic demographic information.

Addressing the Needs of Identified Students
• Multiple administrative student support services including course evaluations, grade

adjustment, and academic renewal forms.
- Assessment and counseling for students to determine appropriate math, English, and reading courses to take.
- Academic, career, transfer, and personal counseling to assist students in persisting and succeeding with their educational goals and career pathways.
- Support services for students with documented disabilities, including development of Student Education Contracts and arranging applicable disability-related accommodations
- Priority registration for at-risk students, including students with disabilities, and also to include EOPS and Foster Youth
- Financial aid assistance, scholarships, and workshops
- EOPS book vouchers for textbook purchases or rentals
- Health Services Center offering health education and health services
- Comprehensive reading program and small group support in spelling, phonics, and study skills
- DRC support class for English 10
- Mental Health Services Program for distressed students to increase coping skills and applicable campus and community resources to promote student retention.
- A designated counselor for athletes
- Summer Bridge focused on basic skills classes including math, English, ESL, reading, and study skills; for incoming students
- FYE with English, ESL, and math tracks
- A multi-level noncredit and credit ESL program
- Career and transfer-related workshops
- Major search classes
- Career search classes
- Test anxiety workshops and classes
- Study skill workshops and classes
- Academic advising, supplemental instruction workshops, and embedded tutoring
- Utilizing Degree Audit to identify students not making progress toward their declared course of study.

Notification of At-Risk Students -- How and when

At-risk students are notified of available services during their initial assessment and orientation through group orientations and/or pre-advising video. At-risk students are also notified about available support services via the college website, by instructional faculty in classes, and by counselors during appointments and drop-in sessions. We also provide campus in-reach via flyers promoting services and workshops. Other ways we notify students of services include:

- Early Admissions Program Orientation and packet for incoming high school students
- Palomar College website
- Social media, Facebook and Twitter
- Counselors, faculty, and staff campus-wide
- On-campus in-reach via signs and flyers promoting services and upcoming workshops
- Student Union marquee

- Local high school outreach
- Palomar email
- Phone calls
- Transfer Fair (primarily fall)
- Career Fair
- Tarde de Familia (2 times a year)
- EAP Parent Nights (spring)
- College Fairs (primarily fall)

Efforts are ongoing throughout the year unless otherwise noted.

Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study
- Probation workshops
- Career workshops for undecided students
- Counseling
    - Traditional appointments (scheduled, 45-min each, one-on-one)
    - Quick question
    - Phone appointments
    - Skype appointments
    - Career Center
    - Transfer Center
- Counseling 165, 170, and 115 for undecided students
- Other Counseling classes (48-Test Anxiety, 110-College Success, 120-Quest for Identity/Life Skills)
- Counseling participation in Summer Bridge (basic skills in reading, ESL, English, math; SB serves higher level math students as well)
- Counseling participation in FYE
- Math Success While Reducing Anxiety workshops
- Career and Personality Inventories
- Stress Reduction Workshops for Students in the RN Nursing Program
- Classroom presentations by Career and Transfer Center

How the services identified in "a" and "b" above are provided (online, in groups, etc.).
- Pre-Advising Orientation video during their initial assessment
- Early Admissions Program Orientation and packet for incoming high school students in April and May
- Palomar College website
- Counseling and Instructional faculty in class or in the counseling office
- On-campus in-reach via large (2'x3') signs and flyers promoting services and upcoming workshops
- Local High School counselors
- Palomar email
- Admissions/Records/Financial Aid staff

How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems
- Census Rosters -- dropping no shows
- Early Alert Rosters -- English & Math Basic Skills Instructors Only
  - VPI sends out a memo at Week 5 asking for identification of students who made need extra guidance or support to be returned to her by Week 7. Historically, few faculty members have replied. Those who have never know what happens with the information that they send out.
- International Student Progress Report
  - Students bring report to instructors for signatures and grade estimation
- FYE Alert
  - The First-Year Experience Coordinator sends out a form requesting feedback from instructors of FYE students at Week 4. (see attached) The coordinator follows up with all instructors as a reminder for a request for their participation and with those who provide feedback in order to let them know what action has been taken on behalf of the student. Participation is stronger than with Early Alert, but the process is very time intensive for the FYE coordinator.
- Athletic Alert
  - Instructors of Palomar College athletes are asked to provide information on student progress to date.
- Roster with FA notation
  - Instructors are asked to provide last date of attendance for any student receiving FA.

PLAN
  - Developing strategies for more effective ongoing contact with at-risk students in an effort to guide them to appropriate services in a timely manner
  - Explore centralization of in-reach efforts to avoid duplication
  - Exploring "Lead Counselor" for quick questions at the counseling office front desk.
  - Providing training to leverage existing data identifying at-risk students
  - Exploring purposeful mentoring in conjunction with the Village Mentoring Program
  - Developing in-reach campaigns geared to the needs of each specific group
  - Continue search for an effective Customer Relationship Management software package to allow us to manage and evaluate in-reach effectiveness.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

- Dean of Counseling Services (1)
  - General Funded
  - Serves as College's SSSP Coordinator
- Counselors FT (24) Counselors PT (22 = 11 FTEs)
  - *SSSP* & General and Categorically Funded *(1 FT position = new, 3SP)*

- o   Provide counseling and educational planning to promote student persistence and subsequent success
- *Director of Student Success and Student Equity (.5FTE)*
  - o   *Categorically Funded (3SP & Student Equity)*
  - o   *Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP plan*
- *Functional Specialist (1)*
  - o   *SSSP Funded*
  - o   *Makes it possible for student data to be used effectively and efficiently to enhance student retention activities*
- *Information Systems Project Manager (.5FTE)*
  - o   *SSSP Funded*
  - o   *IT Assistance for implementing technological solutions and providing MIS reporting support*
- *Institutional Research Analyst (.5FTE)*
  - o   *Categorically Funded*
  - o   *Provides assistance for requested research regarding SSSP including student access, persistence and success for at-risk students*
- *Student Ambassadors (6)*
  - o   *SSSP-Funded*
  - o   *Campus In-reach to include working with students to increase persistence and subsequent student success*
- *Counseling Support Specialists (2)*
  - o   *SSSP Funded*
  - o   *Assist with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events*
  - o   *Assist with follow-up activities for students to include scheduling of in-reach activities and Early Alert notifications*

3.   Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

- Counseling Department
  - o   SARS Booking system
  - o   SARS Call Appointment reminder (24 hours prior)
  - o   People Soft
    - ▪   Ed Plans, assessment results, transcripts, Early Alert, FYE Alert, Athletic Alert
  - o   Singularity
    - ▪   records from other colleges
  - o   Skype Counseling
    - ▪   Video Conferencing
    - ▪   Utilize educational planning tool from a sister community college district
  - o   Phone Appointments
  - o   Email Correspondence
  - o   Online Resources used:

- TES – College Catalogs
- Career and Transfer links (ASSIST.org – ONET – etc.)
- Resume Tutorial (Career Center website)
- Online Assessments (Personality – Interests – Values)
- Financial Aid (FAFSA – BOGW – Scholarships)
- University Applications (CSU Mentor – UC)
- Job Search / Internships
- Transfer Counselor Website (CCCtransfer.org)
- Counselor Reference Page
  - Online Probation Workshops

- Student eservices
  - Online classes (COUN 110 – 115 – 165 – 101 – 170)
  - Counseling Website Resources (Student Success Strategies – Parent Info)
- Career and Transfer Centers

- Twitter/Facebook
  - Research / Career - Transfer Info Links
  - Event Calendars (College Fairs / Job Expos / University Reps)
  - Announcements of upcoming deadlines (TC)
  - Cross Enrollment Opportunities (TC)
  - Transfer Admission Guarantee Info (TC)

- GPA Calculator (TC)
  - Interview Tutorial (CC)

- Articulation
  - GE patterns (AA – CSU – IGETC – out-of-state- Private)
  - SDSU / CSUSM Major Prep NOT on ASSIST
  - AP/ IB / CLEP charts
  - Local College Major lists
  - Degree Audit/PeopleSoft
  - Automated Transfer Articulation via PeopleSoft
  - Utilize On Base Imaging to expedite transcript processing

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See attached spreadsheets.

IIb.   Related Direct Program Services (District Match Funds only)

i. Institutional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Our IRP department also completes Institutional Effectiveness Reports, which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals and help our college's Strategic Planning Council (SPC) to monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes.

IRP has also completed an Early Acceptance Program (EAP) Tracking Study in order to track, for EAP students, priority registration usage, student persistence from fall to spring semesters, and academic progress achieved by their first spring of enrollment. Our SSSP will be requesting research on an on-going basis pertaining to access, persistence, and success for at-risk students and to attempt to mitigate disproportionate impact for students in conjunction with the college's Student Equity Plan.

We have an MIS workgroup that has been working on data mapping as pertaining to the SS indicators as part of the Student Success and Support Program (SSSP).

Plan
We will develop a list of queries that will be used to gather data on our effectiveness at serving our students in each of the areas listed in this plan, e.g.:
- Orientation
  - Track attendance at orientation
  - Effectiveness of orientation, differentiated by traditional, online, smaller area orientations
- Assessment and Placement
  - Track # of and reasons for challenges and results
  - Track long-term success of students who challenge and that of those who don't
- Counseling, Advising, Ed Planning Services
  - # of students with ed plans
  - # of students who follow their ed plans
  - Compare those whose ed plans are developed in person vs those developed on line
- Follow-up for At-Risk
  - Evaluate effectiveness of Early Alert System
  - Evaluate effectiveness of services provided by various Student Support Services Programs.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

- Enrollment Services is implementing On Base Imaging and workflow system to enhance and speed up the transcript evaluation and degree audit processing.
- Palomar College is seeking Customer Relations Management (CRM) software to improve our retention activities for general and special populations in support of SSSP and Student Equity activity.
- The college is completing the implementation of the Transfer Credit Articulation module and Degree Audit later in the year in an effort to provide students, staff, and faculty with meaningful information on student progress towards meeting their stated educational goals.
- The college is also investigating on line educational planning software to enable students, faculty and counselors with the ability to build, share, and implement short and long term educational plans. These tools will also provide the underlying data for the college to begin to plan and build class schedules based on what students need to complete their educational goals.
- We have also conducted a pilot distance counseling program and are investigating possible implementation of an online student portal that would assist students to communicate more effectively with college faculty and staff. By utilizing a student portal, we believe that we can provide targeted and meaningful information for students at the time it is needed.

PLAN
- We will be implementing in the next year an online orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation.

IIc.   Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

- Palomar College will be providing the following transitional services as part of our district match:
  o Institutional Research
  o Admissions and Records (enrollment & registration assistance)
  o career counseling
  o Transfer Center

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. <u>Exemption Policy</u>
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

New, returning, or transfer students who may be exempted from the matriculation process are students who:

      1) Already have an associate's degree

      2) Are attending Palomar College for personal enrichment

      3) Are enrolled only in noncredit community education courses

      4) Are taking classes only to upgrade job skills

      5) Are enrolled in apprenticeship or other special vocational education programs

      6) Are concurrently enrolled in another college or university

      7) Foster Youth and former Foster Youth (up to age 25)

Exempted students are not required to participate in the matriculation process but are encouraged to see a counselor at any time.

2.   Appeal Policies
      Describe the college's student appeal policies and procedures.

Palomar College uses Administrative Procedure 5055 to administer the appeal process for Priority Registration. A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances or where a student with a disability applied for but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

3.   Prerequisite Procedures
      Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in
      accordance with title 5 section 55003 and procedures for considering student challenges.

Palomar College uses Administrative Procedure 4260 which describes how we establish, review , and provide for student challenges to prerequisites as follows:

This procedure calls for caution and careful scrutiny in establishing prerequisites. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. For these reasons, the District has sought to foster the appropriate balance between these two concerns.

Prerequisite Challenge Process
Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the

course as follows:

   a. If space is available in a course when a student files a challenge to the pre- requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.

   b. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students register for that subsequent term.

   The grounds for challenge specified in Title 5 Section 55003 and include the following:
   a) The prerequisite or co-requisite has not been established in accordance with the district's process for establishing prerequisites and requisites.
   b) The prerequisite or co-requisite is in violation of this section.
   c) The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
   d) The student has knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite.
   e) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.

4. Professional Development
    Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Palomar College has developed a comprehensive Student Success and Support Task Force with campus-wide participation and input from approximately seventy administrators, classified staff, students, and faculty. The task force utilized workgroups focusing on the following components of the Student Success and Support Program Plan: Assessment, Counseling, Follow-Up for at-risk students, Orientation, and Policies and Procedures.

The college is considering examining re-organizing existing shared governance committees pertaining to implementation of the Student Success and Support Program elements and how to coordinate effectively with our Student Equity Plan.

Our Student Services Division has conducted discovery meetings to identify and understand the meaning and intent of the new MIS SS data elements. The results of these trainings included data mapping, enhancement for data collection, and culminated in the development of a Student Success and Support Program "Dashboard."

The college will work with its PD Coordinator to identify faculty and staff professional opportunities regarding follow up for at-risk students. We will also work to identify and develop professional

development activities for emerging student issues pertaining to student access, persistence, and success.

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5. Coordination with Student Equity Plan and Other Planning Efforts
    Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation
    Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing Palomar College's SSSP Plan, our groups have discussed means of mitigating disproportionate impact to ensure that all students have equal opportunity to access applicable support services that will help increase their rate of persistence and subsequent success.

We are planning on utilizing best practices from existing programs, i.e., FYE, STEM, and EOP&S, and current research to bring " to scale" methods and services to positively impact student success for all enrolled services, for example, developing a focused mentoring program for at-risk students and underrepresented student populations, online tutoring, and leveraging technology to connect with students throughout their course of study to enhance course completion, certificate and degree completion, and transfer.

We are currently preparing for our accreditation site visit later this year, and this provides us with a unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

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6. Coordination in Multi-College Districts
    In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

This section is not applicable as the Palomar Community College District is a single college district.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A
Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Stakeholder Group: _SSSP Task Force_____

Name: Title:

Tri-Chairs

Berta Cuaron	Vice President for Instruction
Adrian Gonzales	Vice President for Student Services
Greg Larson	Faculty Senate President

Members

Michelle Barton	Director, Institutional Research and Planning
Colleen Bixler	Associate Professor, ESL
P.J. DeMaris	Professor/Counselor, Counseling Department
Jose Fernandez	Professor/Counselor, Counseling Department
Norma Miyamoto	Dean, Arts, Media, Business and Computer Sciences
Jamie Moss	Supervisor, Admissions
Mollie Smith	Director, Occupational & Non Credit Programs - Community Education
Marti Snyder	Enrollment Services Specialist
Brian Stockert	Dean, Counseling Services
Ellen Weller	Professor, Performing Arts

Stakeholder Group: _Assessment Workgroup_____

Name: Title:

Co-Chairs

| Colleen Bixler | Associate Professor, ESL |
| Jose Luis Ramirez | Coordinator, Assessment and School Relations |

Members

Sandre Andre	Associate Professor, Design and Consumer Education
Rosie Antonecchia	Professor/Counselor, Counseling Department
Monica Castillo	Counseling Services Specialist – Assessment Center
Carmelino Cruz	Noncredit Matriculation Assistant, ESL
Rick Gommel	Systems Module Functional Specialist, Student Services
Catherine Parshalle	Counseling Services Specialist – Assessment Center
Jay Wiestling	Professor, Mathematics Department

Stakeholder Group: Counseling/Advising Workgroup

Name:	Title:

Co-Chairs

P.J. Demaris	Professor/Counselor, Counseling Department
Ellen Weller	Professor, Performing Arts

Members

Angelina Arzate	Systems Module Functional Specialist, Financial Aid & Scholarships
Hope Farquharson	Professor, Nursing Education
Rick Gommel	Systems Module Functional Specialist, Student Services
Karan Huskey	Professor/Counselor, Counseling Department
Lorena Lomeli-Hixon	Assistant Professor/Counselor, Counseling Department
Karen McGurk	Associate Professor, Nursing Education
Elvia Nunez	Professor/Counselor, Counseling Department
Renee Roth	Professor/Counselor, Counseling Department
Gabriel Sanchez	Associate Professor/Counselor, Counseling Department
Elizabeth Schoneman	Counseling Services Specialist, Counseling Department
Shayla Sivert	Dean, Languages and Literature
Brian Stockert	Dean, Counseling Services
Lori Waite	Assistant Professor/Counselor, Disability Resource Center

Stakeholder Group: Follow-Up Workgroup

Name:	Title:

Co-Chairs

Shayla Sivert	Dean, Languages and Literature
Brian Stockert	Dean, Counseling Services

Members

Rick Gommel	Systems Module Functional Specialist, Student Services
Anel Gonzalez	Teaching & Learning Center Specialist
Tim Hernandez	Professor/Counselor, Counseling Department
Lawrence Lawson	Assistant Professor, ESL
Katie Morris	Assistant Professor/Counselor, Counseling Department
Patrick O'Brien	Professor/Counselor, Counseling Department
Wilma Owens	Dean, Career Technical and Extended Education
Pippa Pierce	Career Center Coordinator
Gabriel Sanchez	Associate Professor/Counselor, Counseling Department
Dan Sourbeer	Dean, Mathematics & the Natural and Health Sciences
Tom Ventimiglia	Professor/Counselor, Counseling Department

Stakeholder Group: Orientation Workgroup_____

Name: Title:

Co-Chairs

Jose Fernandez   Professor/Counselor, Counseling Department

Jamie Moss   Supervisor, Admissions

Members

Cindy Anfinson   Professor, Mathematics

Mark Bealo   Associate Professor, Graphic Communications

P.J. DeMaris   Professor/Counselor, Counseling Department

Hope Farquharson   Professor, Nursing Education

Lisa Filice   Supervisor, Counseling Services

Karmi Minor-Flores   Adjunct Professor/Counselor, Counseling Department

Rick Gommel   Systems Module Functional Specialist, Student Services

Mayra Hernandez   Adjunct Faculty, Mathematics

Janet Hoffman   Manager Education Center/Counselor

Sierra Lovelace   Assistant Professor/Counselor, Counseling Department

Trong Nguyen   Associate Professor/Counselor, EOP&S

Dana O'Callaghan   Assistant Professor/Counselor, Counseling Department

Bob Sasse   Professor/Child Development

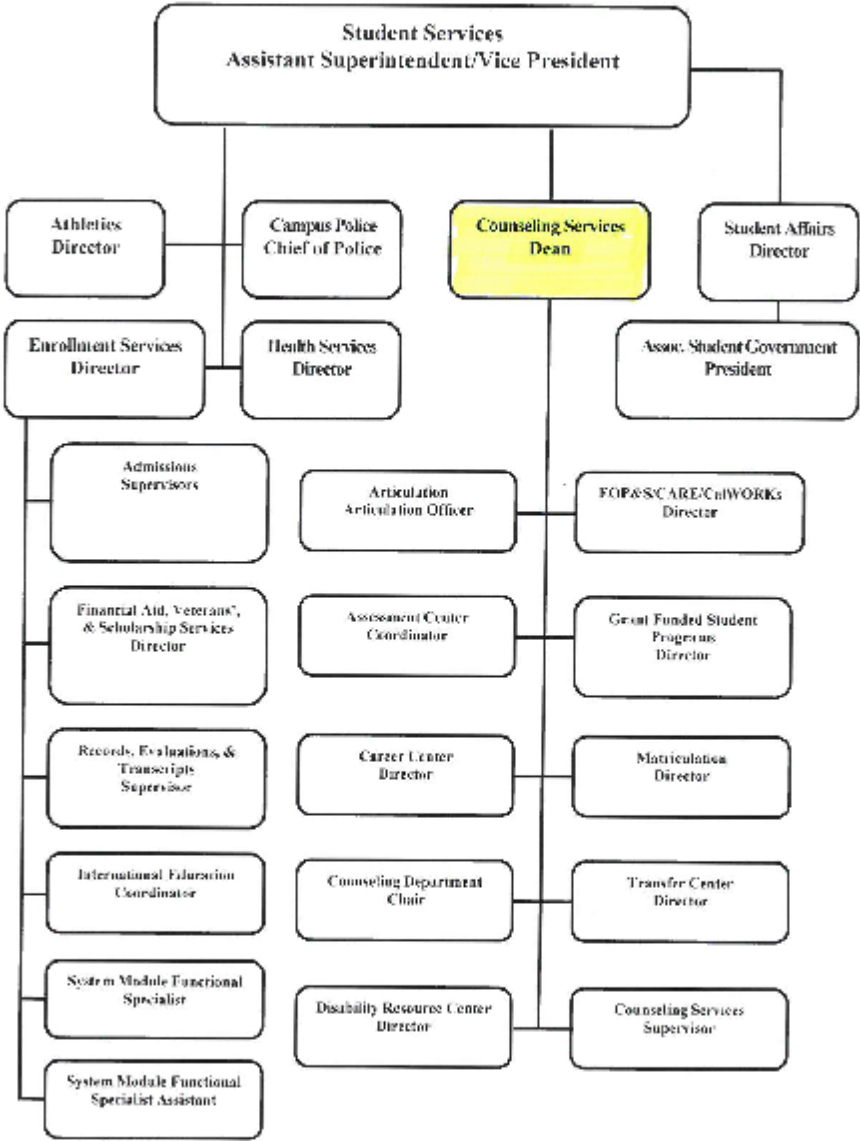Elizabeth Schoneman   Counseling Services Specialist, Counseling Department

Mollie Smith   Director, Occupational & Non Credit Programs - Community Education

Marti Snyder   Enrollment Services Specialist

Student Support Services Organization Chart

Student Services
Assistant Superintendent/Vice President

Athletics
Director

Campus Police
Chief of Police

Counseling Services
Dean

Student Affairs
Director

Enrollment Services
Director

Health Services
Director

Assoc. Student Government
President

Admissions
Supervisors

Articulation
Articulation Officer

EOP&S/CARE/CalWORKs
Director

Financial Aid, Veterans',
& Scholarship Services
Director

Assessment Center
Coordinator

Grant Funded Student
Programs
Director

Records, Evaluations, &
Transcripts
Supervisor

Career Center
Director

Matriculation
Director

International Education
Coordinator

Counseling Department
Chair

Transfer Center
Director

System Module Functional
Specialist

Disability Resource Center
Director

Counseling Services
Supervisor

System Module Functional
Specialist Assistant

05-08-14

MATRICULATION AND TRANSFER COMMITTEE

Role
The purpose of the Matriculation and Transfer Committee is to review and support the activity of the Matriculation and Transfer programs.

Products
Matriculation and Transfer Committee members are responsible for articulating the Palomar College Matriculation Plan and the Transfer Center Plan, goals, objectives, budget revisions and accomplishments to the constituencies they represent.

Reporting Relationship
Student Services Planning Council

Meeting Schedule:
Once per semester, the first, second, third, or fourth Thursday of October/November and March/April depending on availability, from 2:00 p.m. to 3:30 p.m.

Co-Chairs:
Dean, Counseling Services and Transfer Center Director

Members
- Vice President, Instruction
- Vice President, Student Services
- Non-Credit Matriculation Coordinator
- One Faculty representative from Counseling appointed by Faculty Senate
- One Faculty representative from ESL appointed by Faculty Senate
- One Faculty representative from Math appointed by Faculty Senate
- One Faculty representative from English appointed by Faculty Senate
- One Faculty representative from Reading appointed by Faculty Senate
- Director, EOP&S
- Director, Information Services
- Director, DRC
- Director, Enrollment Services
- Director, Institutional Research and Planning
- Assessment and School Relations Supervisor
- One Instructional Dean
- One Classified Unit Employee representative appointed by CCE/AFT
- One Student representative appointed by ASG
- One representative from a four year institution
- One at large Part-Time Faculty Member appointed by Faculty Senate

Approved by SPC 12-03-02
Latest Revision 10-20-10

03-08-11

RESOURCES

- ➢ [Senate Bill 1456](#)

- ➢ [California Code of Regulations, Online](#)

- ➢ Student Success and Support Program Student Equity Plan

- ➢ [Accrediting Commission for Community and Junior Colleges](#)

- ➢ [Chancellor's Office Basic Skills web site](#)