



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
AGENDA
October 9, 2015**

MEETING TYPE:

X

Staff

Product/Project

Special

Date: **October 9, 2015**

Starting Time: **9:00 a.m.**

Ending Time: **11:00 a.m.**

Place: **AA-140**

CHAIR: Interim Superintendent/President,
Adrian Gonzales

Interim VP for Instruction, Dan Sourbeer

Faculty Senate President, Greg Larson

MEMBERS: Anfinson, Antonecchia, Barton, Baugh,
Bongolan, DeMaris, Diaz, French, Gonzalez, Kahn, Large,
Lawson, Magnuson, Martinez, J. Nelson, W. Nelson, Nunez,
Ramirez, Rodriguez, Romain, Sivert, Snyder, Sosa, Squires,
Stockert, Villalobos, Waite and Weller.

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approve minutes of September 25, 2015		
B. <u>ACTION ITEMS/SECOND READING</u>		
C. <u>ACTION ITEMS/FIRST READING</u>		
1. Noncredit Student Success and Support Program Plan 2015-16 – Dean Shayla Sivert		15 minutes
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. Student Equity Funding Requests		
i. Family Institute – Dean Shayla Sivert and Guests	Exhibit A	20 minutes
ii. One-on-One Appointment Tutoring –Dean Shayla Sivert	Exhibit B	20 minutes
2. Request to Add Workgroup/Committee to SSEC (AB540/Dream Act) – Dean Jack Kahn and Guests	Exhibit C	20 minutes
3. Review Student Equity Plan and Data – Olga Diaz		25 minutes
4. Instructional Faculty Advising – Olga Diaz		20 minutes
E. <u>OTHER BUSINESS</u>		

Next Meeting: October 23, 2015



**STUDENT SUCCESS AND EQUITY
COUNCIL MEETING
MINUTES
September 25, 2015**

CHAIRS: Interim Superintendent/President,
Adrian Gonzales

Interim VP for Instruction, Dan Sourbeer

Faculty Senate President, Greg Larson

MEMBERS: Anfinson, Antonecchia, Barton, Baugh, Bongolan,
DeMaris, Diaz, French, Gonzalez, Kahn, Large, Magnuson,
Martinez, Nelson. J, Nelson. W, Nunez, Ramirez, Rodriguez, Sivert,
Snyder, Sosa, Squires, Stockert, Villalobos and Weller.

ABSENT: Lawson, Romain and Waite.

RECORDER: Michelle LaVigueur

GUESTS:

Order of Agenda Items	Attachments	Time Allotted
A. <u>MINUTES</u>		
1. Approval of Minutes for September 11, 2015 MSC – (Diaz/Sourbeer): The minutes for September 11, 2015 were approved and accepted into the record.		
B. <u>ACTION ITEMS/SECOND READING</u> – None.		
C. <u>ACTION ITEMS/FIRST READING</u> – None.		
D. <u>INFORMATION/DISCUSSION ITEMS</u>		
1. <u>Assign New SSEC Members to Workgroups</u> The Council added the following members to Workgroups: <ul style="list-style-type: none">Matthew Baugh to Access & OutreachDean Jack Kahn to Research & EvaluationGreg Larson to Student PathwaysJennifer Nelson to Student PathwaysAnnette Squires to Retention	Exhibit A	10 minutes
2. <u>SSSP and SEP End of Year Reports</u> Olga Diaz reported we are in the process of spending down our rollover funds for the Student Success and Support Program (SSSP) and the Student Equity Plan (SEP). The SSSP report is due on October 30, 2015. This year's version will differ slightly from last year. There will be an opportunity to view a draft of the plan prior to submission at the SSPC on October 14, 2015 and Faculty Senate on October 19, 2015. This plan does not require Governing Board approval. The SEP plan is due on December 18, 2015 and will be a refined version of last year's plan. Our goal is to present the SEP at the December 8, 2015 Governing Board meeting for final approval after it has gone through review at SSPC, SSEC, Faculty Senate and a Governing Board Workshop in October and November 2015. The SSEC Funding Request form is now available on the SSEC website at: http://www2.palomar.edu/pages/ssec/files/2015/09/SSEC-Funding-Request-Form.pdf Interim Superintendent/President Gonzales discussed the need to spend down last year's allocation by December 30, 2015. Suggested expenditures included: <ul style="list-style-type: none">Purchasing banners with SE funds targeting the disproportionate impact groups to emphasize Student Success and EquityPromoting the Escondido and Camp Pendleton campusesPurchasing laptops and a laptop cart for disproportional impact groups		10 minutes

- Reviewing the Strategic Plan and utilizing the SPPF funds towards one initiative such as hiring a third party to review our website, messaging, marketing strategies and communication
- Hiring more tutors to assist our students
- Utilizing student ID cards to track students (CCC apply)
- Looking into purchasing Starfish

3. Instructional Faculty Advising Update – Olga Diaz

10 minutes

Olga Diaz discussed the purpose of the meetings and reviewed the Instructional Faculty Advising schedule. She will be receiving feedback from faculty, staff and students to create a clear model for faculty advising and counseling. Future meetings will be scheduled in the mornings and afternoons, with video and minutes available after each meeting.

4. Workgroup Meeting -
Report out:

90 minutes

- Access and Outreach – Dr. Kendyl Magnuson reported they are focused on Veterans at the Camp Pendleton campus. They discussed increasing the number of Veterans, addressing Accreditation concerns and linking to goals in the Student Equity Plan. Their plan includes:
 - Arranging an administrative field trip to Camp Pendleton to reconfirm our commitment to them
 - Have a family readiness officer to assist current marines
 - Provide an orientation
 - Encompass all of the above into an outreach event
 - Create a Veterans Academy to begin in the summer and link to Summer Bridge
- Student Pathways – Michelle Barton reported they are working on defining a general pathway from entering college to general areas of study. She discussed linking careers and creating a cohort model.
- Retention – Dean Brian Stockert reported they discussed early identification of career pathways, tracking students, cohorts, faculty advising, in-reach, training for faculty and staff, working with disproportionately impacted students and IRP.

E. OTHER BUSINESS

1. Glyn Bongolan suggested the Workgroups go on retreats for more focused work time. Interim President/Superintendent Gonzales suggested the Workgroups could meet in the evenings or the Council meet on Saturdays to complete tasks, if desired.
2. Interim President/Superintendent Gonzales reported we will be hiring a Counselor with funding split 50/50 between SSSP and SE.

Meeting was adjourned at 11:04 a.m.

Next Meeting: October 9, 2015

Student Success Equity Council

REQUEST FOR FUNDING FORM

Primary Contact Person(s): Mireya Gutierrez-Aguero Ext.: 3748
 Program/Workgroup/Department(s): Grupo Magnifico

List of Partners/Participants:

Name

Mireya Gutierrez-Aguero	Fabiola Hernandez	Norma Villa	Jack Kahn
Shayla Sivert			

1. Project Title: Family Institute

2. Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

Family Institute is designed to provide our community's Spanish-speaking parents with information and opportunities for discussion with respect to 4 discrete topics: higher education in the US; helping your child with middle school; helping your child with high school; and financial literacy, especially as it relates to education. In contrast to the Tarde de Familia, the Family Institute is conducted in a smaller, more personal classroom setting with an interactive curriculum designed to facilitate discussion.

We help our students and our community by providing information, building networking relationships, and creating safe spaces and trust by working with families on our campus.

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

- ☐ Veterans
- ☐ Foster Youth
- ☐ African-American
- ☒ Latino
- ☒ Ages 25-49
- ☐ Students with Disabilities

4. Identify the specific goals/activities from SE Plan that you will address:

<http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf>

1. Meets Objective C.2.2 of the Student Equity Plan by providing extensive outreach and support to ESL students
2. Supports Objective C.2.1 in providing visibility to the ESL & TLC programs

5. Describe your proposed intervention strategies/activities:

1. outreach to our Hispanic community
2. engagement on a more personal level with the purpose of informing and promoting discussion re: issues in education, especially as they affect our Spanish-speaking families
3. exposure to the kinds of services offered at an institution of higher learning.

Student Success Equity Council

REQUEST FOR FUNDING FORM

6. Describe your implementation timeline:

Last year, we conducted the first of our four-series workshops twice. The first time we had 2 adults show up. The second time we had more than 50.

Our plan for this year is to offer a series of four workshops:

November 6 -- Higher Education

December 11 -- Financial Resources for Your Child's Education

February 19 -- Supporting Your Middle School Student

7. Reference and explain the research studies that support your proposed intervention(s):

Crisp, G. & Nora, A. (2010). Hispanic student success: factors influencing the persistence and transfer decisions of Latino Community College students enrolled in developmental education. Res. High. Educ, 51, 175-194.

Gonzalez, J. (2013). Understanding the role of social capital and school structure on Latino Academic success. LUX: A Journal of Transdisciplinary Writing and REsearch from Claremont Graduate University, 2, 1-16.

Palomar College (2014). Student Equity Plan.

8. Describe your anticipated outcome(s):

1. Increased engagement between the Hispanic community and their local community college
2. Improved understanding of the financial, academic, and personal resources available to our families and students
3. Increased sense of safety and belonging to the community college campus by our Spanish-speaking community

9. Describe how you plan to evaluate progress toward these outcome(s):

1. end-of-evening evaluation
2. end-of-program evaluation
3. increased numbers of parents and children of parents enrolling in community college courses, including Palomar

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

1. survey creation
2. ability to track attendees to other Palomar events and course registration

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

None.

Student Success Equity Council

REQUEST FOR FUNDING FORM

Funding Requested from Student Equity:



I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff			
Identify pay rate/ hours/benefits <small>(link to Fiscal Services benefits worksheet below): http://www.palomar.edu/fiscal_services/LeftNav/Forms.html</small>			
Hourly Employees	Students = 15 students * \$10/hr * 3.5 hrs/evening * 4 evenings/yr	15	\$ 2,100.00
Classified Staff			
Faculty	Counselors = 2 counselors * \$70/hr * 4 evenings * 2.5 hrs	2	\$ 1,400.00
Consultants			
2. Supplies/Materials	Activity Sheets for Children, Notebooks	50	\$ 450.00
3. Equipment			
4. Services			
5. Printing	handouts, certificates		\$ 2,000.00
6. Mailing			
7. Travel			
8. Food	Snacks & drinks		\$ 1,200.00
9. Facilities Needed	janitorial		\$ 200.00
10. Other			

Total Cost of Project:

\$ 7,350.00

Print

Reset

Submit

Student Success Equity Council
REQUEST FOR FUNDING FORM

Primary Contact Person(s): _____ Ext.: _____

Program/Workgroup/Department(s): _____

List of Partners/Participants:

Name

1. Project Title:

2. Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

3. Identify the proposed target “disproportionate impact” group(s) to be impacted:

- Veterans
- Foster Youth
- African-American
- Latino
- Ages 25-49
- Students with Disabilities

4. Identify the specific goals/activities from SE Plan that you will address:

<http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf>

5. Describe your proposed intervention strategies/activities:

Student Success Equity Council
REQUEST FOR FUNDING FORM

6. Describe your implementation timeline:

7. Reference and explain the research studies that support your proposed intervention(s):

8. Describe your anticipated outcome(s):

9. Describe how you plan to evaluate progress toward these outcome(s):

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

Student Success Equity Council

REQUEST FOR FUNDING FORM

Funding Requested from Student Equity:

- I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff	Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/ fiscal_services/LeftNav/Forms.html Hourly Employees Classified Staff Faculty Consultants		
2. Supplies/Materials			
3. Equipment			
4. Services			
5. Printing			
6. Mailing			
7. Travel			
8. Food			
9. Facilities Needed			
10. Other			

Total Cost of Project:

Helpful Terms for a Discussion about Undocumented Students

Undocumented – Term used to describe a person who does not have immigration status. A person who is undocumented may or may not have work authorization and may or may not have had immigration status in the past.

Mixed immigration status family – This term describes a family (nuclear or extended) in which family members do not have the same immigration status. Commonly refers to families in which some but not all members are undocumented.

AB540 – California legislation passed in 2001, which created a mechanism for students who are undocumented to pay “in-state” tuition if they meet specific criteria.

California Dream Act (AB130/131) – California legislation passed in 2012/2013, which created a system for students to receive state-funded and institution-funded financial aid for college.

Deferred Action for Childhood Arrivals (DACA) – A federal program announced on June 15, 2012 which defers deportation and provides work authorization for youth and young adults brought to the United States as children who meet the eligibility criteria. Some young with DACA describe themselves as DACAmended.

Expanded DACA (sometimes called DACA II or new DACA) - An expanded version of DACA announced on November 20, 2014, which broadens the eligibility criteria for DACA applicants. *This program has not been implemented due to pending litigation.*

Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) – A deferred action program similar to DACA for parents of U.S. citizens and permanent residents. This program has not been implemented due to pending litigation.

[federal] DREAM Act – Proposed federal legislation that has been introduced in multiple iterations. It would provide a path to a permanent immigration status for youth who pursue a college education or military service.

“Palomar College Latino Association”

“Grupo Magnifico”

Programs: The Family Academic Institute

PALOMAR COLLEGE



Palomar College Data

- 39% of the student population at Palomar College is Hispanic .
- Projected to increase significantly over the next 20 years
- Hispanic students have unique needs at the community college which may include:
 - Language support
 - Immigration support
 - Other concerns which overlap with other equity groups
- Identified by the chancellor's office as underprepared, Hispanic students at Palomar are significantly less likely to complete a degree program.
- Percent who complete a program (by ethnicity)
 - 40% Hispanic
 - 43% Filipino
 - 47% African-American
 - 48% White
 - 56% Asian

- In addition, of the students who are on Academic Probation or Dismissal, approximately 45% are Latino.

Total number of students placed on Academic Standing (all ethnicities)	4,579
Mexican, Mexican-American, Chicano	1,659
Hispanic Other	331
Central American	37
South American	38

- This at-risk population has unique needs which need to be met to ensure their academic success.

“Grupo Magnifico” Programming

“Grupo Magnifico”

- A group of staff, faculty, students, and administrators working diligently on issues of equity as they apply to our Hispanic student community.

Ruth Barnaba
Lee Chen
Carmelino Cruz
Lisa Filice
Anel Gonzalez
Mireya Gutierrez-Aguero

Fabiola Hernandez
Kayla Hornavar
Rodolfo Jacobo PhD
Jack S. Kahn, Ph.D.
Martha Martinez
Jamie Moss

Leticia Murillo
Yvette Myers
Cecilia Rocha
Norma Villa
Shayla Sivert
& MORE!





Programming via “Grupo Magnifico”

1. Tarde de Familia ✓
2. AB540/Dream Act support committee
3. Community Outreach
4. Special Events
5. The Family Academic Institute (Today!)

The Family Institute

- Goal
 - To build relationships with our community, our families, our students, and our colleagues
- General Description
 - Topics 2015-2016
 - Higher Education in the US (November 6)
 - Financial Resources for Your Child's Education (December 11)
 - Supporting Your Middle School Student (February 19)
 - Surviving Your High School Student (April 29)
 - Classroom presentations in Spanish
 - Interactive curriculum especially designed for our community
 - Organized academic activities for children attending



Parent Education & Equity Building

- Primarily meets **Objective C.2.2 of the Student Equity Plan** by providing extensive outreach and support to ESL students
- **Also supports Objective C.2.1** in providing visibility to the ESL & TLC programs



Increasing Social Capital

- Educating parents (including equity plan center-specific support) assists students and the community, providing information & creating networking relationships to help them succeed, for example:
 - Knowing how to find counselors and how to use them as a resource
 - Building contacts and connections to increase a sense of belonging and to increase our families' ability to navigate the variety of academic, economic, and social structures around them.
- Results?
 - Richer and more positive student and parent experiences

The Family Academic Institute request 2015-2016

Family Academic Institute	Fall 2015	Spring 2016	Total
Snacks	\$400	\$400	\$800
Drinks	\$200	\$200	\$400
Decorations			\$0
Facilities/ Janitorial	\$100	\$100	\$200
Printing/ Advertising			\$0
Instructional Printing	\$1,000	\$1,000	\$2,000
Notebooks	\$300	\$0	\$450
Hourly Help	\$1,050	\$1,050	\$2,100
Counselor	\$700	\$700	\$1,400
Activity Sheets for Children	\$75	\$75	\$150
TOTAL			\$7,500

References & THANK YOU!

Crisp, G., & Nora, A. (2010). Hispanic student success; factors influencing the persistence and transfer decisions of Latino Community College students enrolled in developmental education. *Res. High. Educ*, 51, 175-194.

Gonzalez, J. (2013). Understanding the role of social capital and school structure on Latino Academic success. *LUX: A Journal of Transdisciplinary Writing and Research from Claremont Graduate University*, 2, 1-16.

Palomar College (2014). *Student Equity Plan*.

Palomar College (2014). Student Success and Support Program Plan (Credit Students).

Palomar College Latino Association (2012-2014). Tarde de Familia Evaluation Results.

Reyes, N.A.S. & Nora, A. (2012). Lost among the data: A review of Latino first-generation college students. *White paper prepared for the Hispanic Association of Colleges and Universities*, 1-38.

Wood, Luke & Harris, F. & White, K. (2015). Teaching men of color in the community college: A guidebook. Montezuma Publishing.

Student Equity Disproportionate Impact

2015



Student Equity Topics

- Student Equity Review
- Disproportionate Impact Analysis
- Summary
- Student Equity Plan Update

Student Equity Review

- Form a Student Equity Committee
- Conduct a Disproportionate Impact Analysis
 - ◆ [Success Indicators](#)
 - ◆ [Subpopulations](#)
- Create a Student Equity Plan
 - ◆ Based on Data Analysis
 - ◆ Identify Strategies
 - ◆ 3-5 Year Plan Updated Annually

Disproportionate Impact Analysis

Annual Update

- Data Issues & Changes
 - ◆ Veterans & Foster Youth Data
 - ◆ ESL & BS Completion
 - ◆ Multi-ethnic Category
 - ◆ Academic Standing
- Summary

Summary

Success Indicator	Disproportionate Impact	Differences
Access	Veterans	
Course Completion	Foster Youth	
ESL & Basic Skills Completion	African Americans	Pacific Islanders
	DSPS Students	←
	Males	←
	Hispanics	←
Degree & Certificate Completion	Unprepared Age 25-49	
	African Americans	
	DSPS Students	
Transfer to 4-year Inst.	Unprepared Age 25-49	

Student Equity Plan Update

Success Indicator	Disproportionate Impact	3 Year Goal
Access	Veterans	+5% Enrollment
Course Completion	Foster Youth	+5% Enrollment
ESL & Basic Skills Completion	African Americans	+5% Successful Completion
	DSPS Students	+2% Basic Skills Seq. Comp.
	Males	+5% Successful Completion
	Hispanics	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion
	African Americans	+2% Degree Completion
	DSPS Students	+2% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion

Suggestions

Plan Update

- Use Baseline Data for the Plan Update
- Fill in with Data We Didn't Have Last Year
 - ◆ Academic Standing & Multi-ethnic

Suggestions

Analysis Considerations

- Examine Methodology for Tracking Disproportionate Impact in Basic Skills
- Validate Tracking of Veterans & Foster Youth
- Monitor New Areas that Suggest Disproportionate Impact

Thank You



Success Indicators

- Access
- Course Completion
- ESL & Basic Skills Completion
- Degree & Certificate Completion
- Transfer



Subpopulations to Be Examined

- Gender
- Age
- Race & Ethnicity
- Disability Status
- Economically Disadvantaged
- Veterans
- Foster Youth



College: Palomar College

District: PCCD



Noncredit

Student Success and Support Program Plan

2015-16

Report Due Postmarked By

Friday
October 30, 2015

Email PDF of completed plan to:

noncreditSSSP@cccco.edu

and

Mail signature page 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

INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.¹ NSEPs should be completed as soon as possible for students enrolled in short-term programs. (Will need to track)
- Follow-up services
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories²:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook and the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

¹ Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf

² Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf

INSTRUCTIONS AND GUIDELINES

Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to noncreditSSSP@cccco.edu. Include the name of the college or noncredit adult education program and “Noncredit SSSP Plan” in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges’ Noncredit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

GENERAL OUTLINE

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment and Placement
 - iii. Counseling, Advising, and Student Education Planning
 - iv. Follow-Up Services
 - b. Additional Match Expenditures
- III. Policies
 - i. Exemption Policy
 - ii. Appeal Policies
 - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
 - A: Noncredit SSSP Plan Participants
 - B: SSSP Organizational Chart
 - C: Noncredit SSSP Advisory Committee
 - D: Other (optional)

SECTION I. SIGNATURE PAGE

College/Noncredit Adult Education Program: Palomar College

District Name: Palomar Community College

We certify that noncredit SSSP funds 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* and the SSSP Funding Guidelines.

Olga Diaz

Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone:(760) 744-1150

Email: odiaz@palomar.edu

Date: 10/30/15

Brian Stockert

Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone:(760) 744-1150

Email: bstockert@palomar.edu

Date: 10/30/15

Ron Perez

Chief Business Officer (Typed Name and Signature)

Greg Larson

Academic Senate President (Typed Name and Signature)

Adrian Gonzales

Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

Name: Shayla Sivert

Title: Dean, Languages & Literature

Email: ssivert@palomar.edu

Phone: (760) 744-1150, x2251

SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

Ila. Core Services

i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

Palomar College ESL Department provides orientation services to students who are taking non-credit ESL and NABED classes at several locations, both on- and off-campus. The department also offers orientations at feeder high schools for students in the 12th grade as a part of our ESL assessment.

The department would like to make the orientation available online as well.

Palomar College ESL Department provides orientation services to students who are taking non-credit ESL and NABED classes at several locations, both on and off campus. The department also offers orientations at feeder high schools for students in the 12th grade as a part of our ESL assessment.

The department would like to make the updated orientation available online as well.

2. Describe the student audience and estimate the number to be served. (This is based on numbers from previous years' service.)

- **# high school students: 300**
- **# continuing NESL and NABED students: 1300**

3. Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.

Presentations are given in classrooms to group of students. Students receive printed material with relevant information included in their Orientation Guide. We are developing folders for Spanish-speaking students as well.

4. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.

Partnerships exist with all high school districts within our college district. The Non-Credit staff coordinates with the high school counseling department to schedule orientations at the high schools. (facility, audience, co-presenter)

- a. ***Palomar College Preschool @ Escondido -- orientation and enrollment of parents***
- b. ***presentations at ELAC meetings in local elementary, middle, and high schools***
- c. ***presentations at MAAC Project (Head Start)***
- d. ***List all high school names. (Consistent engagement with all schools listed below is our goal.)***

<i>Abraxas High School</i>	<i>Guajome Park Academy</i>	<i>Ramona High School</i>
<i>All-Tribes American Indian Charter School</i>	<i>High Tech High</i>	<i>Rancho Bernardo High School</i>
<i>Alta Vista High School</i>	<i>Ivy High School</i>	<i>Rancho Buena Vista High School</i>
<i>Aswe-t Pati'a Christian School</i>	<i>Julian Charter High School</i>	<i>Saint Joseph Academy High School</i>
<i>Bayshore Prep Charter School</i>	<i>Julian High School</i>	<i>San Marcos High School</i>
<i>Borrego Springs High School</i>	<i>La Costa Canyon High School</i>	<i>San Pasqual Academy</i>
<i>Calvin Christian High School</i>	<i>Major General Raymond Murray High School</i>	<i>San Pasqual High School</i>
<i>Carlsbad High School</i>	<i>Mission Hills High School</i>	<i>Taylton San Diego Academy</i>
<i>Classical Academy High School</i>	<i>Mission Vista High School</i>	<i>Trade Tech High School</i>
<i>Dehesa Charter High School</i>	<i>Montecito High School</i>	<i>Tri-City Christian High School</i>
<i>Del Lago Academy</i>	<i>Mt. Carmel High School</i>	<i>Twin Oaks High School/Foothills</i>
<i>Del Norte High School</i>	<i>Mountain Valley Academy</i>	<i>Valley Center High School</i>
<i>El Camino High School</i>	<i>New Directions High School</i>	<i>Valley Center Prep Academy</i>
<i>Escondido Charter High School</i>	<i>Oak Glen High School</i>	<i>Valley High School</i>
<i>Escondido High School</i>	<i>Oasis High School</i>	<i>Vista High School</i>
<i>Fallbrook High School</i>	<i>Ocean Shores High School</i>	<i>Vista Visions Academy</i>
<i>Foothills High School</i>	<i>Orange Glen High School</i>	<i>Warner Springs High School</i>
<i>Future Bound High School</i>	<i>Poway High School</i>	<i>Westview High School</i>

5. Include at what point in the enrollment process orientation is provided.

Orientation at high schools is provided before students complete math and/or ESL assessment. Continuing students receive the enrollment orientation every fall to prepare them for registrations for the upcoming semester. We are planning to add orientations to the spring for continuing students as well. (for springtime, need to be careful not to duplicate students -- need a process for tracking; focused on level 304; student groups for tracking) focus on for purposes of transitioning from NESL to ESL.

6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

***Palomar College Police
Annual Clery Trainings***

***Palomar College Health Services
Education and Outreach Related to Clery Act for 2014***

The Health Services Centers offer medical services with our physician, nurse practitioners and nurses to currently enrolled students. For services not available in the Health Services Centers, community resources and referrals are provided that include shelters, hotlines, clinics, urgent care and more. Our education and outreach not only takes place in the exam room, but also through social media on our Facebook, our webpage, via e-mails, classroom presentations and events on campus.

*Health and Wellness events are coordinated each semester to provide resources and educate students on a variety of health topics including: Breast Cancer Awareness, Sexual Health, Domestic Violence/Sexual Assault, World AIDS Day, Stress Management, Healthy Heart, Alcohol & Substance Abuse, Immunizations and more! In 2014, the Health Services Centers reached out to a total of **1659 students** during Health & Wellness events and a total of **147 students** during Classroom Presentations.*

*In addition, the Health Services Centers continued their partnership with Vista Community Clinic which provided a total of **275 HIV tests**, served **188 students** during 3 HIV Education lectures, and enrolled **31 students in Substance Abuse Counseling sessions** (with 8 sessions per student). Vista Community Clinic also joined us during 4 tabling events and reached out to **203 students**. Plus, **1700 assorted condoms** and **350 packets of lubricant** were distributed during these activities combined. As a result of this partnership, a total of **731 students were served** in 2014.*

Spring 2014:

Health Education and Outreach Activities coordinated by Palomar College Health Services Centers in Spring 2014 at the San Marcos and Escondido Center locations included:

- ***Sexual Responsibility Awareness*** – in partnership with Vista Community Clinic educated students about sexual responsibility and safe relationships, distributed safe sex supplies (pamphlets, condoms and lubricant) and demonstrated proper use of male condoms. Encouraged free HIV testing offered on campus. Reached a total of 60 students during this event.
- ***Eating Disorders Awareness*** – collaborated with the Active Minds Club to provide campus and community resources on health and mental health, distributed materials on Eating Disorders and offered free, anonymous screening for those interested. Reached a total of 75 students.
- ***Classroom Presentations*** – explained services and resources offered by our Health Services Centers and reached a total of 47 students at Escondido Center.

Fall 2014:

- **Suicide Prevention Awareness** – collaborated with the Active Minds Club and Counseling Services to increase student awareness about suicide prevention as well as on and off campus resources available for mental health.
- **Domestic Violence Unity Day** – sponsored event with Campus Police and invited Palomar's Gender and Women's Studies Club along with the Women's Resources Center (Oceanside) and Vista Community Clinic. Offered community resources and educational materials on Domestic Violence, Sexual Assault, Dating Violence, Stalking, Bullying and more. Had a clothes line display to symbolize victims of domestic violence and sexual assault. 19 students visited our event.
- **Breast Cancer Awareness** – invited North County Health Services to provide resources on Women's Health ("Every Woman Counts" Program) in the community especially related to breast exams, mammograms, and well women exams. Educated students about breast cancer prevention and the importance of self breast exams for early detection. Offered free breast exams in the Health Services Centers. Reached a total of 61 students at both event sites.
- **Health, Wellness & Safety Fair** – provided information and resources on a variety of health topics including women's and men's health, smoking cessation, sexual & relationship health and more. Reached out to 200 students that visited our booth.
- **Classroom Presentations** – explained services and resources offered by our Health Services Centers and reached a total of 102 students.

7. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Currently we are using SARS to manage appointments for Counseling, Transfer, Career Services, and Assessment activities. SARS is mostly an appointment and appointment reason tracking mechanism. We use Cynosure for our online Orientation; PeopleSoft for Degree Audit and Education Planning (Education Planning is through a custom homegrown PeopleSoft page); On-Base for electronic form storage, retrieval, and workflow; and Simplicity for Career and internship placement. We are looking at Starfish for early alert and a CRM for Retention/Communications with students.

8. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries		\$24594	\$22608
3000	Benefits		\$19223	\$3233
4000	Supplies and Materials		\$	
5000	Other Operating Expenses (printing, travel -- based on 1415)		\$1828	
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.

Title	Role
NCM Assistant	schedules and facilitates orientations both on- and off-campus; serves as liaison to high school counselors; develops and updates orientations and related materials to include handouts for folders; tracks student attendance and diagnostic results for INEA (NABED)
ESL Student Specialist	serves as liaison to Palomar College counselors and community partners such as those listed above; schedules and facilitates orientations both on- and off-campus; develops and updates orientations and related materials to include handouts for folders; tracking student attendance
ESL Program Assistants (5)	provide additional information and/or clarification of orientation material?; help schedule orientations; check enrollments in anticipation of orientations
ESL Academic Department Assistant	order supplies (assists with the management of the NCM budget)
INEA Faculty	administer diagnostics to INEA (NABED) students for placement in primary or secondary levels

ii. Assessment and Placement

1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.

We have three distinct processes involving potential noncredit students.

1. ***High school***
 - a. ***use Online Compass test in a computer lab setting, either on-campus or off-campus (e.g. high school campus); test ESL & math or just ESL; no test preparation available.***
 - b. ***Placement -- results are delayed because of online Compass version***
2. ***Adults -- use Compass test in a computer lab setting on campus or off-site location; where computer lab is not available, we use CELSA in a classroom setting. In conjunction with CELSA, coordinators administer***
3. ***Continuing***
4. ***INEA***

2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.

Students who need to be assessed are (1) new students who are interested in taking ESL and NABED (INEA) classes; (2) current students who question their placement, and (3) returning students interested in taking ESL classes who have been inactive for at least one year. Approximately 2,000 students will be assessed this year.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCC and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

Palomar's ESL Department uses ACT Compass/ESL, a computerized test for Grammar and Reading test, specifically, version 3.0 for Windows, 2000 compliant, for all of its in-house testing in San Marcos and Escondido.

The department uses the Compass/ESL 2013 Internet Version: Windows 7 Conversion for the high school testing done off site. Compass is given in groups with appointment and individually for walk-ins.

Other off-site locations use the C.E.L.S.A. (Combined English Language Skills Assessment). CELSA 1 and 2 consist of two different forms with passages from beginning, intermediate and advanced levels. The forms are equivalent and designed to measure understanding of meaning in a context, as well as grammatical ability. CELSA is given in groups with appointment and individually for walk-ins.

NABED/INEA classes use a paper diagnostic exam provided by the SEP (Secretaria de Educacion Publica). The answers are graded by computer through SEP's online program. The diagnostic is given individually.

These tests were granted probationary approval on 7/1/2001. The CELSA has full approval and this was given in 1993.

4. Describe what multiple measures are used, how they 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.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.

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 $(\text{Test1Score} + \text{Test2Score})/2$.

Placements are then made based on that average score. For lower levels, coordinators may conduct oral interviews.

CELSA places students into seven levels of proficiency from low beginning to advanced plus. Cronbach Coefficient Alpha reliabilities for CELSA 1 and CELSA 2 are high: .95, .95 and the forms correlate .90. Suggested cut-off scores for a seven-level program are 1-20, 21-30, 31-39, 40-48, 49-57, 58-66, 67-75.

5. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

We do not accept scores or results for ESL from other colleges. Colleges have different levels of ESL, which makes it difficult to determine equivalency to our courses.

NABED/INEA courses are able to transfer results from other colleges or sites since INEA uses the same exams.

6. How are the policies and practices on re-takes and recency made available to students?

Policies are communicated verbally to students prior to completing the assessment. Policies are also available on our website. <https://www2.palomar.edu/math/mlc/Assessment.htm>

7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

- **ACT Compass/ESL (Grammar and Reading), version 3.0 for Windows, 2000 compliant**
- **Compass/ESL 2013 Internet Version: Windows 7 Conversion**
- **C.E.L.S.A. (Combined English Language Skills Assessment**
- **paper diagnostic exam provided by the SEP (Secretaria de Educacion Publica). The answers are graded by computer through SEP's online program. The diagnostic is given individually.**

Currently we are using SARS to manage appointments for Counseling, Transfer, Career Services, and Assessment activities. SARS is mostly an appointment and appointment reason tracking mechanism. We use Cynosure for our online Orientation; PeopleSoft for Degree Audit and Education Planning (Education Planning is through a custom homegrown PeopleSoft page); On-Base for electronic form storage, retrieval, and workflow; and Simplicity for career and internship placement. We are looking at Starfish for early alert and a CRM for Retention/Communications with students.

8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries		24594	132565
3000	Benefits		19223	10408
4000	Supplies and Materials			
5000	Other Operating Expenses		468	
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
NCM Assistant	Coordinates and proctors EAP ESL assessment at district high schools and assists with assessment in the ESL Department at the college, both on- and off-site; interprets and analyzes test results in order to advise students.
ESL Student Specialist	Assists NCM Assistant.
ESL Program Assistants (5)	Collect and process applications. Organize, proctor, and administer assessments at on- and off-campus sites.
ESL Hourly Employees	Assist ESL Program Assistants and ISA. At off-site locations, hourly employee may work with program coordinator to administer and proctor assessments.
Instructional Support Assistant (Yolanda)	Prepares lab for administration of the assessment.

iii. **Counseling, Advising, and Student Education Planning**

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:
 - Counseling
 - Advising
 - Development of the Noncredit Student Education Plan (NSEP)³.

Counseling -- Our staff serves as a liaison to the Palomar College Counseling Department, frequently referring students to them.

Advising -- Our staff provides academic advising, as a part of orientation and in one-on-one meetings, at pre- and post-assessment. Students seek out the ESL Student Specialist for academic advising throughout the academic year as well. We provide referral to personal, career, and academic counseling.

At present, the NSEP is defined by ESL Department consensus.

2. Describe the student audience and estimate the number to be provided services.

Of the 600 non-credit students in the San Marcos program, the ESL Student Specialist saw 248 students during the 14-15 academic year.

3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.

None.

4. Describe at what points in the student's academic pathway these services are provided.

Services are provided throughout the academic year.

5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.

Appointments are recommended but not required. The average wait time is negligible; students are able to see the ESL Student Specialist or the NCM Assistant on a walk-in basis. These services, however, are only available at the San Marcos campus.

6. Describe any use of academic or paraprofessional advising.

Please see #1 in this section.

7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Appointments are made and tracked through the SARS grid program.

³ The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

8. List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$127289
2000	Classified & Other Nonacademic Salaries		20756	6009
3000	Benefits		8938	40156
4000	Supplies and Materials		241	
5000	Other Operating Expenses		129	
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
ESL Program Coordinators	Advise students
NCM Assistant	Interprets and analyzes test results in order to advise students about classes; provides information on financial aid, residency requirements, college fees, student services resources, etc.
ESL Student Specialist	Interprets and analyzes test results in order to advise students about classes; provides information on financial aid, residency requirements, college fees, student services resources, etc. In addition, develops noncredit SEPs.

iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

The ESL Student Specialist in San Marcos meets with students who are referred by instructors when students are having a difficult time succeeding in class. The specialist then refers students to necessary resources and follows up with instructors to let them know that students have been met.

2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.

The number of non-credit ESL students seen at the San Marcos campus approximates 600 students each semester.

3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.

Instructors refer at-risk students to the ESL Student Specialist. This is an area that has great potential for considerable growth.

4. Describe the strategies for addressing the needs of these students, including:
- Types of services available.
 - Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

Students meet one-on-one with ESL Student Specialist, who refers them as needed to on-campus tutoring, personal or financial aid counseling, health services, and/or to agencies outside of the college as well, e.g., immigration services, community clinics.

5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.

None noted.

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
ESL Student Specialist	Meets with students referred by instructors in order to help identify issues that may present challenges to the students' success; refers to necessary resources.

IIb. Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
2000	Admissions	\$25606
3000	Admissions (Benefits)	13518
5000	Admissions (Printing, Mileage)	\$130

SECTION III. POLICIES

i. Exemption Policy

Provide your institution's policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of section 55532.

- **AP 5030: Fees**
- **Please also see <http://www.palomar.edu/matriculation.htm>, with specific language involving exemption as follows:**

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

- ***Already have an associate's or bachelor's degree***
- ***Are attending Palomar for personal enrichment***
- ***Are enrolled only in non-credit community education courses***
- ***Are taking classes only to upgrade job skills***
- ***Are enrolled in apprenticeship or other special vocational education programs***
- ***Are concurrently enrolled in another college or university***

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

ii. Appeal Policies

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, co-requisites, etc.) and explain how students can access them.

- ***AP 4260: Prerequisites, co-requisites, and advisories (Policy includes challenge process.)***
- ***Students may access information from the college catalog, department chairs, and enrollment services staff.***

iii. Prerequisite Procedures

Provide a brief description of the procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering student challenges.

- ***AP 4260: Prerequisites, co-requisites, and advisories***

SECTION IV. PROFESSIONAL DEVELOPMENT

Briefly describe plans for faculty and staff professional development related to implementation of noncredit SSSP.

Faculty and staff working with our non-credit programs participate in our college's PD programs:
<http://www2.palomar.edu/pages/pd/>. Activities include many directed at basic skill students as well.

SECTION V. INSTITUTIONAL RESEARCH

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

Palomar's IRP provides the college with persistence, retention, and success data.

SECTION VI. PLAN COORDINATION

Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts

Briefly describe how the plan and services are coordinated with the credit SSSP plan, student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education, and departmental program review.

The 3SP programs are overseen primarily through the Dean of Counseling, although the NC 3SP has historically been housed in the ESL Department, which is overseen by the Dean of Languages & Literature. This past year, our college has created a Student Success and Equity Council, which reports to our Strategic Planning Council (SPC). SPC is the council through which all else ultimately passes.

SECTION VII. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan. **(Listed below.)**

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development and submission of the noncredit SSSP plan may be directed to:

noncreditSSSP@cccoco.edu.

Attachment A

Noncredit SSSP Plan Participants

Title 5 Section 55510 (11)(b) requires that the plan "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.

Development and Writing

Name: Shayla Sivert	Title: Dean, Languages & Literature
Stakeholder Group: Administration	

Name: Carmelino Cruz	Title: NCM Assistant
Stakeholder Group: Council of Classified Employees	

Name: Nimoli Madan	Title: Chairperson, ESL
Stakeholder Group: Faculty	

Name: Monica Galindo	Title: ADA, ESL
Stakeholder Group: Council of Classified Employees	

Approval

Name: Greg Larson	Title: Faculty Senate President
Stakeholder Group: Faculty Senate	

Name: _____	Title: _____
Stakeholder Group: _____	

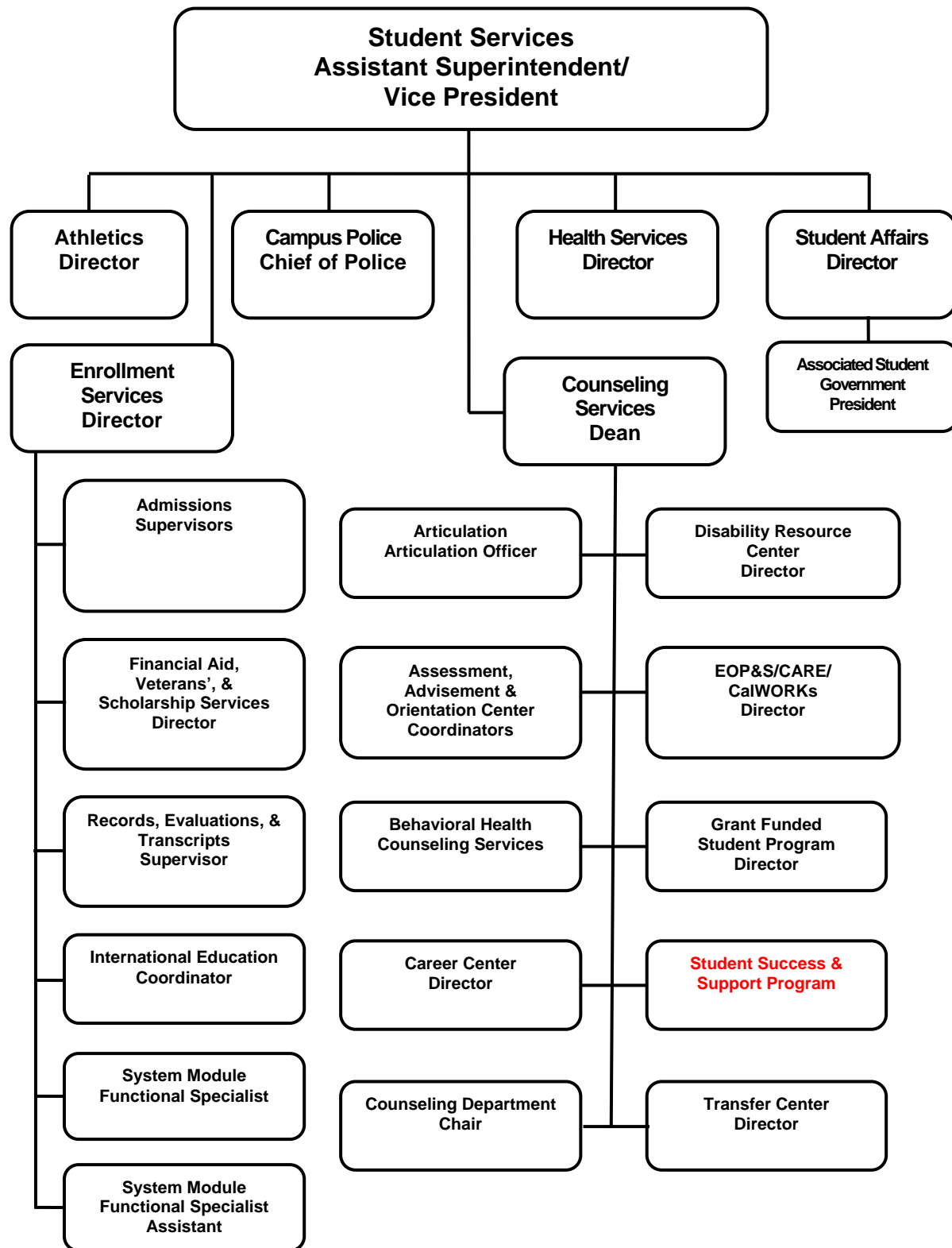
Name: _____	Title: _____
Stakeholder Group: _____	

Name: _____	Title: _____
Stakeholder Group: _____	

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

Student Support Services Organization Chart



STUDENT SUCCESS AND EQUITY COUNCIL

Role

The Student Success and Equity Council (SSE) will serve as a steering committee that leads the development of the Student Success and Support Program (3SP) and Student Equity Plan for the District.

The SSE Council will assist in preparing the 3SP and Student Equity Plan, monitoring the District's progress toward meeting the goals in each plan, and review and update each plan as needed. The SSE Council will coordinate its activities with those of the other Planning Councils, Curriculum Committee, Registration Committee, EEO Advisory Committee, Basic Skills Committee and other District committees as necessary.

Products

- Student Equity Plan
- Student Success and Support Plan

Reporting Relationship

Strategic Planning Council

Meeting Schedule

Second and Fourth Friday of the month from 9:00 a.m. to 11:00 a.m.

Chair

Faculty Senate President, Vice President for Instruction, Vice President for Student Services

Members

- Two faculty members as appointed by Basic Skills Committee
- Two faculty members as appointed by Instructional Planning Council
- Two faculty members as appointed by Student Services Planning Council
- One faculty member from Reading Department as appointed by the Faculty Senate
- One faculty member from Math Department as appointed by the Faculty Senate
- One faculty member from English Department as appointed by the Faculty Senate
- One faculty member from ESL Department as appointed by the Faculty Senate
- One faculty member from Disability Resource Center as appointed by the Faculty Senate
- Two faculty counselors as appointed by the Faculty Senate
- One faculty member at-large (instruction) as appointed by the Faculty Senate
- One faculty member at-large (student services) as appointed by the Faculty Senate
- Two faculty senators as appointed by the Faculty Senate
- One AA representative as appointed by the Administrators Association
- One CAST representative as appointed by the CAST
- Two classified staff representative as appointed by CCE
- One Dean - Student Services
- Two Deans – Instruction
- One Assessment Supervisor
- One Senior Director of Institutional Planning and Research
- One 3SP Coordinator

Approved by SPC 11-04-2014