



**STUDENT SERVICES PLANNING
COUNCIL MEETING
AGENDA
September 10, 2014**

MEETING TYPE:	<input checked="" type="checkbox"/>	Staff	Date: September 10, 2014
	<input type="checkbox"/>	Product/Project	Starting Time: 9:30 a.m.
	<input type="checkbox"/>	Special	Ending Time: 11:00 a.m.
			Place: MD-155C

CHAIR: Adrian Gonzales **MEMBERS:** Aguilera, Antonecchia, Cathcart, Cecere, Conway, DiMaggio, Dryden, Large, Limberg, Magnuson, Martinez, Meyers, Moore, Moss, Nunez, Romain, Stockert, Studinka, Titus

RECORDER: Michelle LaVigueur

Order of Agenda Items	Attachments	Time Allotted
A. <u>WELCOME</u>		
B. <u>MINUTES</u>		
1. Approve Minutes of May 14, 2014		5 minutes
C. <u>ACTION ITEMS</u>		
1. 3SP Plan Progress Update – First Reading	Email	30 minutes
2. Student Equity & Matriculation/Transfer Advisory Committee structure - First Reading		20 minutes
D. <u>INFORMATIONAL ITEMS</u>		
1. SSPC Orientation		20 minutes
2. Strategic Planning Report – Evaluate	Email	20 minutes
E. <u>COMMITTEE REPORTS</u>		
1. Academic Review Committee		
2. Behavioral Health & Campus Wellness Committee		
3. Campus Police Committee		
4. Matriculation & Transfer Committee		
5. Scholarship Committee		
6. Student Equity Committee		
7. Student Program Eligibility Appeals Committee		
8. Registration Committee		
9. International Student Committee		
F. <u>OTHER BUSINESS</u>		

Next Meeting: September 24, 2014



**STUDENT SERVICES PLANNING
COUNCIL MEETING
MINUTES
May 14, 2014**

CHAIR: Adrian Gonzales

MEMBERS PRESENT: V. Aguilera, R. Antonecchia, S. Cathcart, L. Cecere, J. Conway, P.J. DeMaris, C. Hogquist, M. Large, K. Magnuson, L. Meyers, J. Moss, B. Stockert, D. Studinka, S. Titus

RECORDER: Janeice Pettit

MEMBERS ABSENT: D. Dryden, J. Limberg, C. Moore, E. Nunez

GUESTS:

I. Approval of Minutes for April 23, 2014

MSC (Moss/Conway) The minutes for April 23, 2014 were approved and accepted into the record with one correction.

II. Committee Reports

1. Academic Review Committee

Kendyl Magnuson shared that the committee has reviewed and processed five appeals. The committee has given him permission as Chair to work with P.J. DeMaris and Brian Stockert to review and process any appeals over the summer when the committee is not in session in order not to hold up Spring Commencement.

2. Behavioral Health & Campus Wellness Committee

Brian Stockert gave a brief report of the committee's visit to San Diego City College to review their student mental health program. The committee was very impressed with the college's model which focused on intervention and stabilization; active use of internship programs with other colleges in the region; interaction with instructional staff; strong classroom outreach program.

3. Campus Police Committee

The appointment of Mark DiMaggio as the new Chief of Police for Palomar College was announced at the May 13th Governing Board meeting. The new chief will be sworn in on May 27th.

4. Matriculation & Transfer Committee

No report.

5. Scholarship Committee

Kendyl Magnuson reported that the committee has completed Palomar's scholarship cycle. He further shared that he has begun discussions with Mary San Agustin concerning increasing the effectiveness of our scholarship marketing and outreach to local high school students prior to their freshmen year at Palomar College.

6. Student Equity Committee

Adrian Gonzales reported that the membership for the Student Equity Workgroup has been filled except for the representative from ASG. Membership consisted of the following: Sandra Andre, Cynthia Anfinson, Rosie Antonecchia, Michelle Barton, Melinda Carrillo, Berta Cuaron, Shayla Fox, Adrian Gonzales, Mireya Guetierrez, Gregory Larson, Nimoli Madan, Martha Martinez, Wendy Nelson, Patrick O'Brien, James Odom, Wilma Owens, Kathleen Sheahan, Gary Sosa, Brian Stockert, Diane Studinka, Rocco Versaci, Lori Waite.

Meeting dates were identified as May 29th, June 12th, June 26th and July 1st

7. Student Program Eligibility Appeals Committee

Kendyl Magnuson reported that the committee has reviewed five Financial Aid appeals. One appeal was approved and four appeals were denied. The criteria for evaluating of Financial Aid appeals must be based on Federal regulations.

8. Registration Committee

Kendyl Magnuson reported that the committee will meet tomorrow, Thursday, May 15th. They will be reviewing appeals from groups petitioning to be included under the "Special Programs" section of the updated Priority Registration Policy. Athletics and TRIO/SSS are the two groups petitioning at this time.

9. International Student Committee

Kendyl Magnuson reported that the California English School's petition for accreditation was denied. Palomar College has stopped issuing I-20's and is now looking into its legal options concerning this matter.

III. Action Items

There were no action items.

IV. Informational Items

1. Formative Evaluation

Vice President Gonzales encouraged the committee to complete the Planning and Research Council's annual self-evaluation survey by Friday, May 16th.

2. Title V Grant Update

Palomar College will not be applying for the Title V Grant this year. The timeline was too tight for obtaining all the needed information. Palomar will strongly consider applying for this grant when it becomes available in the future.

3. 3SP Progress Update

Vice President Gonzales shared with the committee that he gave an over review presentation of the 3SPTask Force to the Governing Board on May 13th. The following are some of the highlights:

- Reviewed the report timeline: during summer draft up report; present draft to SPC on October 1st; present draft to Faculty Senate on October 25th; present final report as an informational item to the Governing Board on October 14th; submit the final report to the State on October 17th.
- Stressed how the priority components were directly tied into the funding.
- Explained that 3SP Task Force was an institutional effort with a total of sixty one participants including three Chairpersons, thirty four Faculty, ten Classified, seventeen CAST/AA from departments throughout campus.
- Shared how 3SP Task Force assigned six workgroups to research the needed information for the state report. The name of each workgroup and the key highlights of their findings are as follows:
 - Assessment Workgroup recommends increase career and aptitude assessment testing; increase class courses and workshops offered that prepare students for assessment testing; increase staffing to support these additional courses and workshops.
 - Counseling/Advising Workgroup recommends the need to differentiate the concept of counseling from that of advising; the need to develop educational plans and degree audit programs; the need to develop technology tools for tracking MIS.

- Follow Up Services For At-Risk Students Workgroup recommends the need to expansion on our existing Early Alert program, increase the use of technology tools and strengthen collaboration between EOPS, Summer Bridge program, etc.
- Orientation Workgroup recommends that the comprehensive orientation be updated to include all eight criteria listed on the Orientation Checklist and that all students be require to view or participate in an orientation prior to being eligible to register for classes for first time.
- Outreach and Marketing Workgroup recommends Better collaboration between Student Services and the faculty; more strategic approach for obtaining needed information for targeting student populations at various high schools; more conferhiscice approach that mirrors EAP; increase use of enhance technology.
- Policies & Procedures Workgroup recommends: working on the enrollment process, the pre-requisites process, the exemptions process

V. Other Business

None

Meeting adjourned at 10:45 A.M

Next Meeting: September 10, 2014



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:
cccssp@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 students¹. 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 students².
- 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 ccsssp@cccoco.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 basis³. 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).

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 not 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.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

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 Academic 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 of 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.

Ila. Core Services

i. Orientation

1. 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.).

- Who is our target student audience?

We estimate we will be serving 4619 first-time students annually. A comprehensive orientation needs to be provided to all new Palomar College students; only excluding those that are students classified as exempt. This comprehensive orientation will include: 1) Academic expectations and progress and probation standards pursuant to section 55031 2) How to maintain registration priority pursuant to section 58108 3) The prerequisite or co-requisite challenge process pursuant to section 55003 4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612 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.

We find that in addition to the comprehensive orientation, it would be beneficial for students to be directed to other orientations that they may find of interest; such as an area of interest in their field of study or elaborating on the student support services Palomar College provides (Financial Aid, Veteran’s Services, etc.). A complete listing of orientations available on campus or on-line can be provided at the end of the comprehensive orientation or at the time a student declares a major. It’s apparent to the committee that there are a lot of good departmental orientations conducted on campus or online, but we find that some students are not aware of them.

Areas of the current orientation that need to be enhanced or included in the comprehensive orientation are numbers 1 and 5 listed above. As the Board of Governors Fee Waiver criteria are finalized by the state, this will need to be updated as well. • Who are we serving now?

The committee finds that we are serving our Early Acceptance Program (EAP) students very well in the area of orientation. The EAP program is designed to make the transition from high school to Palomar College easier for our incoming high school graduate students and to provide them with the tools needed to successfully begin their college experience. Palomar College goes to select high

schools in the District to provide the assessment test to graduating seniors. Students who attend high schools that we do not go to and provide the assessment test are encouraged to come take it at the San Marcos campus or the Escondido Education Center. Once the student takes the assessment test, they are required to attend a Saturday EAP session that includes a group presentation of the comprehensive student orientation, meeting with a counselor for a one on one appointment to develop a Student Educational Plan (SEP), and receive a campus tour. EAP students are required or incentivized by means of obtaining a priority registration appointment to participate in the assessment testing and follow up Saturday EAP sessions held on campus at the San Marcos campus from late March to early June. In addition to Palomar's efforts to inform students about the need to participate in the EAP program, high school counselors are key in stressing the importance of participating in the program. We also find that many departments are offering high quality departmental orientations to their students. A goal would be to direct students to these orientations sooner in their college career to allow them to see what's available to them, both in support services provided and in areas of study.

Methods of Delivery:

- What can be delivered online?

The comprehensive orientation needs to be made available to all current and prospective students online. This will allow students to view the orientation both on and off campus. The orientation will include all 8 items included on the Orientation Checklist and can also include a virtual tour of the main campus. The ability to printout the academic calendar and important deadlines directly from the online orientation would also be helpful to students.

The MIS group will determine how to track this information. This committee suggests that the online orientation should self-track directly to PeopleSoft once completed by the student. •

- What activities/services must be provided in-person?

Campus tours to all new students in person would be helpful. This would allow for brief question and answer sessions between students and staff. Online orientations should include a virtual tour of the main campus. Services: Provide a description of the orientation services that address the target audience and activities provided. Describe at what point(s) in the student's academic pathway services are provided.

- What services do we offer now?

Students can take the orientation on their own through the assessment or counseling department website, at the time they take the assessment test at the San Marcos campus or Escondido Education Center, or if they are part of the EAP program and attend an on-campus orientation. ESL, Summer Bridge, and FYE students also receive a comprehensive orientation.

We find that many departments offer great "departmental specific" orientations. These orientations should enhance the comprehensive orientation. Some options to get students to view or participate in these departmental orientations is to send them an invite at the time they register for particular class, when they declare their major, or to provide a comprehensive list of departmental orientations at the completion of the comprehensive orientation. An invitation to

participate or view an orientation on-line can be sent by email. Special attention would need to be given so that students are 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.

- Do we have partnerships with any high schools, colleges, workforce agencies, or community partners?

We don't have any strong partnerships with these groups at this time. Adult Education programs provide an opportunity to build better partnerships with. These Adult Education programs would also be key in providing support and encouragement to participate in our orientation programs.

****Notes:** Group orientations could be offered at the Adult Education locations. Assessment tests could also be offered at this time. Consideration should be given to use the EAP program as a framework to partner with the Adult Education programs and maximize the effectiveness of our services.

- AT WHAT POINTS ARE SERVICES OFFERED ON THE STUDENT'S ACADEMIC PATHWAY?
- BEFORE OR AFTER REGISTRATION?
- AT 15 UNITS, 30 UNITS, ETC...?

****NOTES:** IT IS THE COMMITTEE'S BELIEF THAT THE ORIENTATION SHOULD BE REQUIRED OF ALL NEW PALOMAR STUDENTS; EXCLUDING THOSE STUDENTS WHO ARE EXEMPT, PRIOR TO BEING ABLE TO REGISTER FOR CLASSES. THE DISCUSSION ABOUT FOLLOW-UP ORIENTATIONS SHOULD BE HELD WITH THE 3SP "FOLLOW UP" GROUP FOR FINAL DETERMINATION.

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

Currently, counselors are the primary individuals that give the in person orientations. The Assessment Office is where a majority of students view the online orientation. Both the Counseling and Assessment websites provide links for students and guests to view the orientation.

Consideration should be given to allow other departments to provide orientations. The Education Centers, Veterans Office, First Year Experience program, Summer Bridge program, and the English as a Second Language Department are a few examples of offices that have a lot of access to first time students that could assist in providing new students with the required orientation, while catering to their student's specific needs. Orientations from these additional offices would need to be sure that all 8 items of the Orientation Checklist are included. These departments would also need to be responsible for tracking and entering the information into PeopleSoft of the students they have served.

Additional staffing that could provide group orientations may enhance any outreach efforts Palomar provides. This would potentially expedite the process to get new students to apply, receive an orientation, take the placement test, and meet with a counselor before registering. 3SP requires all new students, excluding those classified as exempt, to receive the orientation. This requirement will dramatically increase the number of orientations that will need to be provided to students.

3. 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.

The current online orientation will need to be updated to include all 8 of the required items on the Orientation Checklist. Some discussion was held in regards to having iPads available for in person, group orientations that students can follow along with that would track the comprehension and completion of the orientation requirement. We feel this would save staff from multiple departments a lot of time in manually entering student orientation data into the PeopleSoft system.

4. 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. 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. An Orientation workgroup was created as part of our development of the college's SSSP plan. It is anticipated that this group will be charged with further developing the online comprehensive orientation, training departments in meeting the requirements for a comprehensive orientation, and continue and enhance 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.

5. 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.

6 .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.

<u>STAFFING</u>	<u>DEPARTMENT</u>	<u>SSSP 2014-2015</u>
DEAN OF COUNSELING SERVICES	COUNSELING SERVICES	\$ 145,551
COUNSELORS – FT (3)	COUNSELING DEPT.	\$ 400,000
COUNSELORS – HOURLY ASSIGNMENTS	COUNSELING DEPT.	\$ 100,000
SUPERVISOR, COUNSELING SERVICES	COUNSELING SERVICES	\$ 65,000
COUNSELING SUPPORT SPECIALISTS	COUNSELING DEPT.	\$ 290,000
<u>RESOURCES</u>		
ONLINE ORIENTATION/NEW VIDEOS		\$ 30,000
PRINTING GUIDES/BROCHURES/FOLDERS		\$ 10,000
OFFICE SUPPLIES – GENERAL		\$ 5,000

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.).

1. Describe the target audience: Any potential student; including, any new, current and continuing student. Any student who does not have eligibility through other means such as AP scores, SAT, ACT, CSUSM ready placement or transcripts from another college. See attached chart on page number 4.

a. 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 assessed annually for San Marcos Campus. In 2012-2013 the Escondido Center tested 548 students using ACT Compass/ESL (version 3.0 for Windows, 2000 compliant).

2. Description of method by which assessment and placement will be delivered: ACT Compass/ESL test is given. It is a computerized test that has no time limit. For challenge tests: the math department gives the Accuplacer which is a computerized test, and for reading and English the Asset test, a paper and pencil test, is given. ESL gives computerized test for Grammar and Reading.

3. Describe at what points assessment and placement are provided: The ACT Compass Assessment test is regularly given through the months of Jan. through Dec. However, the groups we test vary throughout the year. EAP students are tested through the months of Jan. through April. Regular students test the months of April through Sept. Special circumstance students are tested throughout the entire year. Special groups include Veterans, EOP&S, Fire Fighters and EMT. ESL department tests every semester. Spring: Dec-Jan; Summer: May-Jun; Fall: July-Aug.

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.

2. 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 related research services.

5. Describe staffing needed: For the past 6 years, the assessment office has functioned with one less full time employee. To fill in for the absence of that full time employee, we have four temporary employees who assist with all testing, processing results, and helping with student services. The assessment office is requesting an additional full time classified be hired. Assessment is done both here in San Marcos and in Escondido and currently have 3 full time classified employees in addition to our assessment coordinator/ school relations. The ESL department would like to have 4-5 people when testing to assist with computer skills and giving results at the end of every testing session. Normally 3 employees assist during each testing session.

Total Staff – Providing Assessment Services

Assessment Center Supervisor (1), SSSP Funded, - Administration, coordination, office management
Counseling Support Specialist (2), 1 SSSP Funded, 1 General Funded, - Schedule and proctor assessments
Assessment Technician (1), General Funded, - Technical Support, proctor assessments
Short-term hourly employees (4), - General Funded, assist students with high school assessments

Additional Staff Request

Counseling Support Specialist (1), SSSP Funded – Schedule and proctor assessments

3. 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.)

6. Identify assessment tests being utilized for English, reading, math and ESL.

a. Be specific about versions and forms. The assessment office uses the ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) for all 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, we use the Asset paper and pencil test (Form C-2) and the math department uses Accuplacer. The ESL department uses ACT Compass/ESL (version 3.0 for Windows, 2000 compliant) or handwritten Essay form for a challenge test.

b. Describe method and delivery (in person, individually, groups) We use the internet version of the ACT COMPASS/ ESL test when we go out to the local high schools and for large numbers of prospective high school seniors for our EAP program testing Saturdays on the San Marcos campus. For in-house testing in our 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 challenge Asset test is proctor 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.

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

a. Placements are then made based on that average score. (No additional multiple measures points are added to that average score.)

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

English: ACT Compass Writing

Mathematics: ACT Compass

(1) Numerical Skills/Pre-Algebra

(2) Algebra

(3) College Algebra

(4) Trigonometry

The four Math tests are employed “adaptively” – based on students’ answers, they are moved up to a higher test or down to a lower one to achieve placement.

Reading: ACT Compass Reading

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 reported it on her/his Application for Admission.

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

iii. There are up to three different tests a user will take using the Math Learning Center's (MLC) Accuplacer backup testing site: Arithmetic, Elementary Algebra, and College Level Math. These tests are administered based on the user's answers to background questions or a combination of answers to background questions and test scores received while taking succeeding tests: Arithmetic to Elementary Algebra to College Level Math or Elementary Algebra to College Level Math. The Accuplacer system does not allow the print out of its tests. The user can use the below information to login as a proctor to the MLC Accuplacer demo site and go through the process of taking each of the tests herself to see what is on them. The user can then use the report login to get the placement scores for the tests that are taken.

MLC Accuplacer Demo Site Login Info:

Accuplacer Login: <https://www.accuplacer.org/cat/logout.do> (Please Use Internet Explorer to access this site)

Proctor Login

User Name: ProctorDemoSite

Password: procdemo@069

Report Login

User Name: ReportDemoSite

Password: reportdemo@069

Please use the below info when answering background questions to take each of the specific tests. You will have to go through the process three different times to take each of the tests

1. Answer "Math 10" without the quotation marks to the local a background question "Current placement level Is" to take the test for Arithmetic.
2. Answer "Math 50" without the quotation marks to the local a background question "Current placement level Is" to take the test for Elementary Algebra.
3. Answer "Math 60" without the quotation marks to the local a background question "Current placement level Is" to take the test for College Level Math.

4. 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.

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

AP SCORE: 3 or higher English Lit/Comp or Lang/Comp

Statistics

Calculus AB or BC

SAT: Writing 500 or higher: Student will be cleared to enroll in English 100, Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100

Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

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

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:

PASSED English: Student will be cleared to enroll in English 100

PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

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.

5. 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. Pre-test practice. Assessment has pre-test practice available on our website. The math department has prepared different math practice problems with answers beginning at the pre-algebra level and this goes all the way to college level. For above college level, practice problems are available all the way to Calculus I. Study guides for above college level have not been completed. To access these test practice problems, go to the quick links drop down menu and scroll to assessment. On the left hand side of this page you will see study guides. The practice problems are available there. 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? Re-takes. Challenge tests are offered for both math and English. For math students are referred to the math lab where they are given the Accuplacer. For English challenge test, students are given the Asset test in our office.
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess? Recency. Students test scores from the ACT Compass Test are good for two years. After two years, the scores become inactivated. The 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 only once a year.

6. 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.

AP SCORE: 3 or higher English Lit/Comp or Lang/Comp Statistics Calculus AB or BC
 SAT: Writing 500 or higher: Student will be cleared to enroll in English 100

Math 550 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

ACT: Writing 22 or higher: Student will be cleared to enroll in English 100

Math 23 or higher: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

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

CSU EAP: Students who elected to take the CSU EAP additional testing on the STARS test their junior year:

PASSED English: Student will be cleared to enroll in English 100

PASSED Math: Student will be cleared to enroll in Math 100-120, Psy/Soc 205*

PASSED Math, provisionally: Student will be cleared to enroll in Math 100-120, Psyc/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

e. 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.

7. 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.

Assessment Center Supervisor	Assessment Center	\$ 95,146
Counseling Services Specialist (2)	Assessment Center	\$ 144,626
Assessment Technician	Assessment Center	\$ 73,279
Short-term hourly employees (4)	Assessment Center	\$ 72,000
Supplies	Assessment Center	\$ 25,000

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.)

The target student audience is comprised of all currently enrolled students.

- a. Estimate the annual number of students to be provided:
 - i. Counseling- 33,125 educational plan entries by all District counselors in 2012-2013
 - ii. Advising- no positions currently exist on campus with exclusive academic advising responsibility
 - iii. 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
- b. Describe the 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.
 - Probation, student success topics, group counseling workshops are offered throughout the year
 - 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.
- c. Describe partnerships (colleges, high schools, community groups)
 - EAP activities are provided for all District high schools
 - Counselors attended outreach and college night activities at local District high schools to provide pre-enrollment advisement
 - ULinks with UCSD
 - CSUSM and UCSD and other universities who regularly send outreach representatives to meet with Palomar students
 - UC TAGS with UCD, UCI, UCR, UCSC, UCSB, UCM
- d. Describe at what points services/activities are to be provided
 - Ongoing counseling services occur at multiple points per the needs of the students
 - EAP occurs at 0-15 units
 - Group counseling occurs prior to completing any units
 - DRC, SEC occurs at 0-15 units

2. 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.

a. Describe the 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.
- Probation, student success topics, group counseling workshops are offered throughout the year
- 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.

b. Indicate whether drop-in counseling is provided or appointments required

- 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
- c. Describe adequacy of access to counseling and advising services
- Students may wait up to 1 week to see a counselor in General Counseling
 - All students have access through the Counseling Department website to “quick” emails interactions with a counselor
 - 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

c Describe 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 information to students

<ul style="list-style-type: none">• ADAs in Academic Departments• Classified Staff with Advisor titles:<ol style="list-style-type: none">1. Evaluations- Academic Evaluators/Advisors2. Financial Assistance Advisors (Veterans, Financial Aid Departments)3. Guidance Services Advisors4. GEAR UP/Upward Bound Guidance Services Advisors• Degree Audit• Foster Youth• Transfer Center• Career Center
<p>3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.</p> <p>a. Describe the scope and content of the plan</p> <p><input type="checkbox"/> Counselors use professional judgment to determine the appropriateness of developing an abbreviated or comprehensive educational plan</p> <p><input type="checkbox"/> 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.</p>
<p>4. 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.</p> <p>a. The plan must address the student goal, course of study, and courses, services and programs used to achieve the goal</p> <p>Comprehensive educational plans will list 2 or more terms necessary to take the student from their current term to the projected closure term with recommended coursework, the students goal, desired transfer institutions for transfer 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.</p>
<p>5. 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).</p>

General Counselors – 20 – Contract Full-Time – 9 Limited Full-Time

- 4 Counselors – reassigned time for coordinating functions (Department Chair, Transfer Center Director, Career Center Director and Articulation Officer)
- Assigned 30 hours per week. 25 hours per week are direct student contact
- Responsible for providing academic, career, and personal counseling to new and continuing students.
- Students receive counseling services:
 1. Individual appointment basis – 45 minutes
 2. Quick-question/drop-in sessions
 3. Workshops, group counseling, online counseling

Special Program Counselors – 4 Permanent Full-Time – 2 Limited Full-Time

6. 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.

- a. Educational planning- PeopleSoft
- b. Other support of counseling, advising and other educational planning services
- c. For third party tools, list name of product and how it is used: SARS appointment system, Singularity, SKYPE, TES, alternative media technology to assist students with disabilities to access counseling information

7. 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.

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 are 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.

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 who are on academic probation
- 4187 Students (Spring 2013/Fall 2013)
Students who are on progress probation
- 115 Students (Spring 2013/Fall 2013)
Students who are facing dismissal
- 601 Students (Spring 2013)

Palomar College utilizes a process by which we identify students to be provided at-risk services. We currently utilize an Early Alert Program for at-risk students enrolled in basic skills courses. 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.

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.

A description of the strategies for addressing the needs of these students includes:

a. Types of services available to these students how they are notified and when.

- * Multiple administrative student support services including course evaluations, grade adjustment, and academic renewal forms.
- * Providing counseling to students to determine applicable 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.
- * Facilitate 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.
- * Financial aid assistance, scholarships, and workshops.
- * EOPS book vouchers for textbook purchases or rentals.
- * Provide a Health Services Center where a program of health education and services is available.

- * We are offering a comprehensive reading program and small group support in spelling, phonics, and study skills.
- * We are developing a 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.
- * A Summer Bridge Program for incoming students that focuses on basic skills classes including, math, English, and ESL.
- * Transfer related workshops
- * Providing academic advising, supplemental instruction workshops, and embedded tutoring.

How are at-risk students notified and when.

At-risk students are notified of available services in a Pre-Advising Video during their initial assessment and orientation and on an on-going basis. At-risk students are also notified about available 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
- 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
- Career Fair
- Tarde de Familia
- EAP Parent Nights
 - b. 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
 - * Phone appointments
 - * Skype appointments
 - * Career counseling appointments in Career Center
 - * Counseling 165, 170, and 115 for undecided students
 - * Other Counseling classes (48-Test Anxiety, 110-College Success, 120-
 - * Counseling participation in Summer Bridge (basic skills)

- * Counseling participation in FYE (basic skills)
- * "Roaming Counselor"
- * Math Success While Reducing Anxiety workshops
- * Career and Personality Inventories
- * Stress Reduction Workshops for Students in the RN Nursing Program
- * Classroom presentations

c. 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

d. Describe how teaching faculty are involved or are encouraged to monitor student progress and develop or participate in early alert systems

- Census Rosters -- dropping no shows
- Early Alert Rosters (is ESL included?) -- English & Math Basic Skills Instructors Only - VPI sends out a memo at about Week 5 asking for identification of students who made need extra guidance or support by Week 7. Historically, few faculty members have replied. Those who have never know what happens with the information that they send out.
- EOPS & TRIO -- students carry a report to their instructors for signatures and grade estimation at that point in the semester.
- 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 -- asking instructors to provide last date of attendance.

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 Funded – Provide counseling and educational planning to promote student persistence and subsequent success
Director of Student Success and Student Equity (1) - Categorically Funded - Assists in the planning and coordination and implementation of support programs and services associated with the college SSSP Plan
Functional Specialist (1) - SSSP Funded – This role plays a bridge that allows student data to be used effectively and efficiently to enhance student retention activities
Programmer Analyst (1) – SSSP Funded – IT Assistance for implementing technological solutions and providing MIS reporting support
Institutional Research Analyst (1) – Categorically Funded – Providing assistance for requested research regarding SSSP including student access, persistence and success for at-risk students
Student Ambassadors (6) – SSSP Funded – Campus In-reach to include working with students to increase persistence and subsequent student success
Counseling Support Specialists (2) – SSSP Funded – Assisting with follow-up activities for students including use of email, text, social media and scheduling/planning of on-campus In-reach events

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
 - Appointments
 - SARS Booking system
 - SARS Call Appointment reminder (24 hours prior)
 - People Soft – (Ed Plans – Assessment results – Transcripts)
 - Singularity (records from other colleges)
 - Skype Counseling – Video Conferencing
 - Phone Appointments
 - Email Correspondence
 - 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 (CCTransfer.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

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.

Dean of Counseling Services (1) - General Funded - \$145,551
Counselors FT (24) Counselors PT (22 = 11 FTEs) – SSSP & General Funded – \$2.8 M
Director of Student Success and Student Equity (1) - Categorically Funded - \$89,000
Functional Specialist (1) - SSSP Funded – \$80,000
Programmer Analyst (1) – SSSP Funded – \$80,000
Institutional Research Analyst (1) – Categorically Funded – \$85,000
Student Ambassadors (6) – SSSP Funded – \$24,000
Counseling Support Specialists (2) – SSSP Funded – \$120,000

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

i. Instructional Research

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

Palomar College has a Department of Institutional Research (IR) and Planning. We have a 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). Our IR department also completes Institutional Effectiveness Reports which include data obtained from monitoring institutional effectiveness indicators over time. These are organized by college strategic goals including student success and help our college Strategic Planning Council (SPC) to further monitor and discuss the extent to which college efforts are affecting student success and student equity and improving organizational processes. Our IR department has also completed an Early Acceptance Program (EAP) Tracking Study which investigated if EAP increased priority registration usage EAP student persistence from fall to spring semesters, and what academic progress had EAP students achieved by their first spring of enrollment. It is anticipated that 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.

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 a new Workflow/Imaging system to enhance and speed up the transcript evaluation and degree audit processing. In addition, the 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. We have implemented in the past year an on line orientation using the Cynosure platform that enables students to meet the requirements for a comprehensive college orientation. 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.

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.

Our college will be providing the following transition services as part of our district match: part of a staff position in Institutional Research, multiple staff positions in Admissions and Records, career counseling and staff positions, and Transfer Center faculty and staff positions.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

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 them. 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

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:

- 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.
- 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.

Grounds for challenge shall include the following:

- Those grounds for challenge specified in Title 5 Section 55201(f)
- The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.

- The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information

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 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 Also be developing faculty and staff professional opportunities regarding follow up for at-risk students including the use of student ambassadors for in reach as well as leveraging technology tools to better identify and connect with these students. We also identify and develop professional development activities for emerging student issues pertaining to student access, persistence, and success.

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 college SSSP Coordinator has served on both the SSSP Task Force and Student Equity Committee at Palomar. Throughout the process of developing the college 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, 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 an unique opportunity to coordinate our SSSP Plan with college strategic planning, student learning outcomes, and service area outcomes.

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.

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

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 Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)



Planning Councils Evaluation 2014

Institutional Research and Planning
Palomar College

June, 2014

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INTRODUCTION

To facilitate continual improvement, the planning councils at Palomar College conduct an annual self evaluation. This involves a survey of the members of the Finance and Administrative Services, Human Resources, Instructional, Strategic, and Student Services Planning Councils, and provides data that can be used to make improvements to the councils and the governance process. Respondents were asked to evaluate the operation of the council or councils on which they served, as well as the governance process at Palomar in general. The survey addressed topics such as the effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure.

Sample

The survey was sent to all individuals who had served on a planning council in the last year, though two returned as undeliverable. Of the rest, 41 responded to the survey, including three who were on multiple councils.

Procedures

The Institutional Research and Planning office received lists of individuals who had served on a planning council during the year. These lists were combined then unduplicated, resulting in a list of 80 individuals. A survey link and password was e-mailed to each individual on the list. Data collection proceeded from April 30 to May 15, 2014. The survey was anonymous.

Respondents were asked on which council or councils they served, then responded to questions specific to the council or councils they identified. All respondents received a set of questions about the governance process at Palomar College.

RESULTS

Councils

Table 1 shows the number of the respondents who served on each of the councils. A total of 44 council evaluations were offered from the 41 respondents.

	N
Finance & Administrative Services Planning Council	7
Human Resource Services Planning Council	3
Instructional Planning Council	16
Strategic Planning Council	8
Student Services Planning Council	10

Finance and Administrative Services Planning Council

FASPC Performance

The respondents were asked to rate the planning councils on which they served with respect to eight different aspects. These ratings for FASPC are displayed in Table FAS1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. Members of FASPC did not provide any comments.

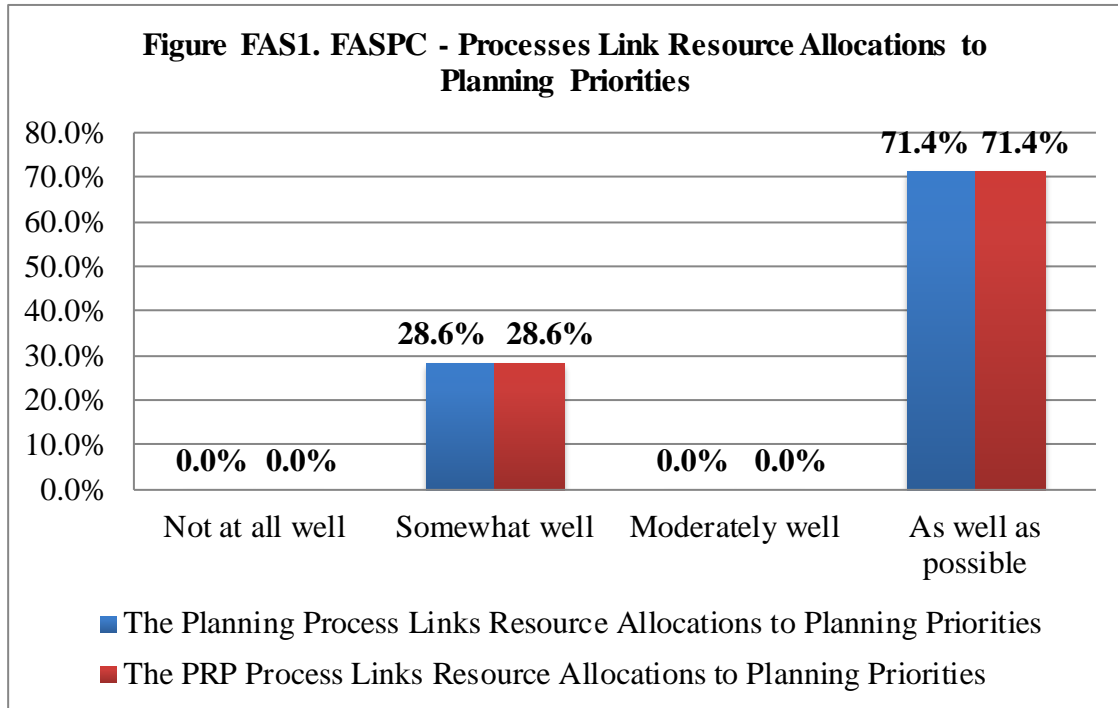
Table FAS1. Finance and Administrative Services Planning Council Ratings

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the FASPC are clear and well understood.	7	42.9%	42.9%	0.0%	14.3%	0.0%
The FASPC has operated effectively this year.	7	42.9%	28.6%	28.6%	0.0%	0.0%
The FASPC spends the appropriate amount of time discussing and acting upon issues and topics.	7	42.9%	28.6%	14.3%	14.3%	0.0%
The procedures used to guide the functioning of the FASPC are effective.	7	42.9%	28.6%	28.6%	0.0%	0.0%
The structure of FASPC allows for open and participatory communication between constituents.	7	57.1%	14.3%	28.6%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of FASPC.	5	80.0%	20.0%	0.0%	0.0%	0.0%
As a member of FASPC, I am/was able to participate in the decision-making process of the college.	6	33.3%	50.0%	0.0%	16.7%	0.0%
As a member of FASPC, I feel that I am/was able to devote the time necessary for participation on the council.	6	50.0%	50.0%	0.0%	0.0%	0.0%

Respondents rated the clarity of (a) the Annual Strategic Plan’s Action Plan and the process for tracking progress on the college’s objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. These ratings are summarized in Table FAS2. Generally, the Action Plan, the IPM and RAM, and the PRP Process were perceived to be moderately clear to very clear.

Clarity of the ...	Not at all clear	Moderately clear	Very clear	Total
annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	0	4	3	7
	0.0%	57.1%	42.9%	100.0%
College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	4	3	7
	0.0%	57.1%	42.9%	100.0%
FASPC’s Program Review and Planning (PRP) Process	0	3	4	7
	0.0%	42.9%	57.1%	100.0%

Respondents were also asked how well they thought the Planning Process and the PRP Process links resource allocations to planning priorities. Figure FAS1 shows that most FASPC members thought these processes linked resource allocations to planning priorities as well as possible.



FASPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at FASPC?” Their open-ended responses are found in Table FAS4, and the method by which they shared such information is summarized in Table FAS5. The person selecting “other” for method of sharing FASPC information was asked to specify the method used. The response to this question is found in Table FAS5a.

Table FAS4. Who Respondents Shared Information with Regarding FASPC Discussions and Actions

Council via minutes
Department
Division directors and staff.
Faculty in my department.
None.
Some constituents and staff.
The Union, CCE

Table FAS5. Methods Used to Share Information from FASPC

	Frequency
E-mail	3
Formal meetings	2
Informal meetings/discussions	4
Reports	1
Other	1

Table FAS5a. Other Method of Sharing FASPC Information

Did not share.

FASPC Strengths and Weaknesses

Members were asked what FASPC did well during the year, and how it could improve. Responses are listed in Tables FAS6 and FAS7.

Table FAS6. What FASPC Did Well This Year

Colaborate

I think the meetings were conducted in an efficient manner. We met when we needed to and for as long as necessary. The agenda was clear and the members knew what was being discussed. The chair kept the members on task but allowed for discussion. The information was sent out in a timely fashion so all could be reviewed before the meeting. I support the voting and exchange of information via e mail when that is appropriate. I do feel that form of communication should be used for specific tasks and not the way to conduct all discussions.

Table FAS7. How FASPC Can Improve

Communication

Establish milestones for projects

When sending out information, please include a specific time line of when information needs to be addressed. That helps keep all on track and involved.

Human Resources Planning Council

HRSPC Performance

Responding members rated the HRSPC on eight different aspects, displayed in Table HRS1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. Respondents did not offer comments on all the aspects, but for each of the aspects on which respondents commented, a table was constructed containing all council members' comments on that aspect.

Table HRS1. Human Resources Services Planning Council Ratings						
	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the HRSPC are clear and well understood.	3	33.3%	66.7%	0.0%	0.0%	0.0%
The HRSPC has operated effectively this year.	3	0.0%	100.0%	0.0%	0.0%	0.0%
The HRSPC spends the appropriate amount of time discussing and acting upon issues and topics.	2	50.0%	50.0%	0.0%	0.0%	0.0%
The procedures used to guide the functioning of the HRSPC are effective.	3	66.7%	33.3%	0.0%	0.0%	0.0%
The structure of HRSPC allows for open and participatory communication between constituents.	2	50.0%	50.0%	0.0%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of HRSPC.	3	66.7%	33.3%	0.0%	0.0%	0.0%
As a member of HRSPC, I am/was able to participate in the decision-making process of the college.	2	100.0%	0.0%	0.0%	0.0%	0.0%
As a member of HRSPC, I feel that I am/was able to devote the time necessary for participation on the council.	3	33.3%	0.0%	33.3%	33.3%	0.0%

Table HRS2. Comments on the clarity of the role and responsibilities of the HRSPC

The HRSPC role as described in the Governance Structure is accurate and up to date. The Council receives annual training on roles and shared governance at the beginning of each academic year, presented by IR&P.

Table HRS3. Comments on the effectiveness of HRSPC

The Council has had several meetings that were cancelled for lack of a quorum and/or for governing board workshops that conflict with the council's regular meeting time. The council will address this in Fall 2014 and find a meeting day and time to preclude these conflicts in the future.

Table HRS4. Comments on the amount of time spent discussing and acting on issues in HRSPC

The Council works by consensus. Ample discussion time is provided for all matters brought to the Council, and members are encouraged to communicate the conversation with constituents. If the Council does not reach consensus the matter is considered and brought back for further discussion.

Table HRS5. Comments on the effectiveness of the procedures used to guide the functioning of HRSPC

The governance structure of HRSPC is well defined, and the meetings are collegially effective.

Table HRS6. Comments on the impact of the structure of HRSPC on open and participatory communication

Members are strongly and frequently encouraged to communicate issues with constituents and bring their input to HRSPC.

Table HRS7. Comments on the respondent's ability to participate in the decision-making process as a member of the HRSPC

Because many employee related issues are negotiated, the Council well understands that it facilitates decision making and provides open communication with constituent groups that may lead to a better understanding of these issues.

Table HRS8. Comments on the respondent's ability to devote sufficient time to the HRSPC

Because of the scheduled meeting time and date, Council members have often had conflicting assignment responsibilities. We should address this in the fall by rescheduling our meeting to a more user-friendly day and time.

Respondents rated the clarity of (a) the Annual Strategic Plan’s Action Plan and the process for tracking progress on the college’s objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. These ratings are summarized in Table HRS9. They were perceived to be very clear. Respondent comments are found in Tables HRS9a-c.

Clarity of the ...	Not at all clear	Moderately clear	Very clear	Total
annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	0	0	2	2
	0.0%	0.0%	100.0%	100.0%
College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	1	2	3
	0.0%	33.3%	66.7%	100.0%
HRSPC’s Program Review and Planning (PRP) Process	0	1	2	3
	0.0%	33.3%	66.7%	100.0%

Table HRS9a. HRSPC Comments on the Clarity of the Action Plan & Process for Tracking Progress on the College's Objectives

The annual action plan and its elements are very clear. Timely progress/status reports are discussed by the Council, and an annual assessment is completed.

Table HRS9b. HRSPC Comments on the Clarity of the IPM and RAM

The IPM and RAM are clear. The Council may have a limited use of the funding allocation because HRS has a very small budget and almost no discretionary funds.

Table HRS9c. HRSPC Comments on the Clarity of the PRP Process

The 2012-14 PRP was very clear. The PRP has been reviewed and validated.

Respondents indicated how well they thought the Planning Process and the PRP Process links resource allocations to planning priorities. Figure HRS1 shows their ratings. Tables HRS9a-b show the respondent comments.

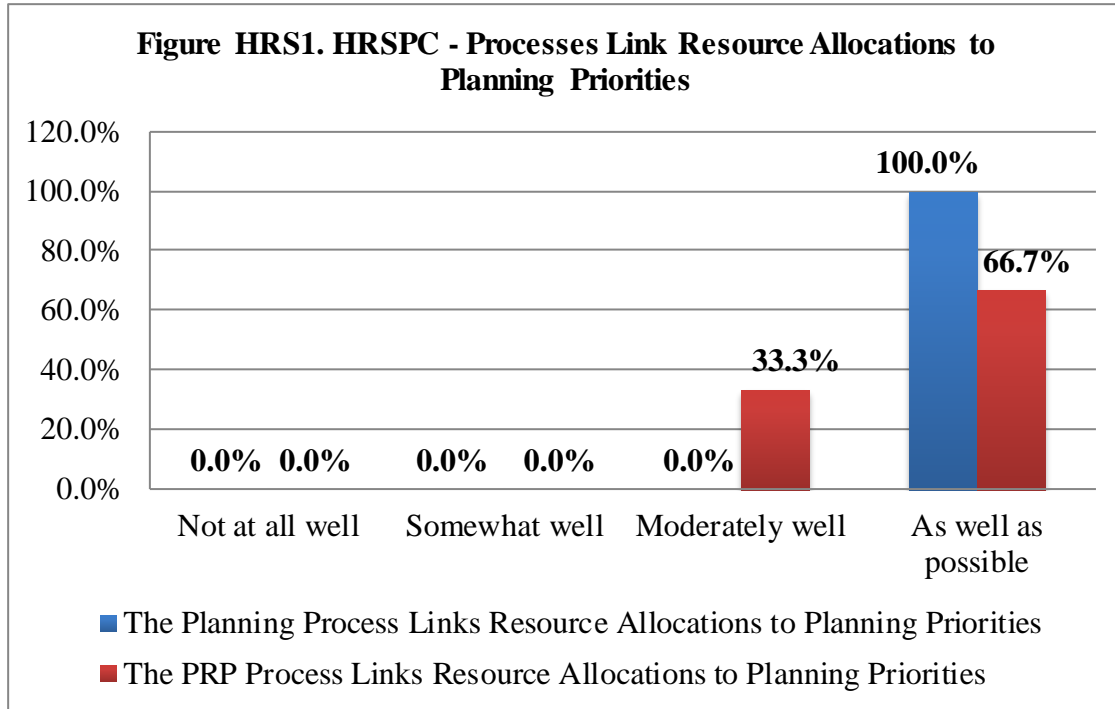


Table HRS9a. HRSPC Comments on the College's Planning Process Linking Resource Allocations to Planning Priorities

With the exception of SPPF project funding, the PRP reallocates internal, primarily staffing, resources to address planning priorities. Only very limited discretionary funding is available, and not enough to significantly affect PRPs.

Table HRS9b. HRSPC Comments on the PRP Process Linking Resource Allocations to Planning Priorities

The SPPF process has clear linkage to planning. The challenge for the college in the future is to discuss how Program Review and Planning needs may be met, as the budget is underfunded by apportionment and few discretionary funds are available.

HRSPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at HRSPC?” Their open-ended responses are found in Table HRS10, and the method by which they shared such information is summarized in Table HRS11.

Table HRS10. Who Respondents Shared Information with Regarding HRSPC Discussions and Actions

I do not discuss issues with any person
I shared them orally with members of my constituent group on an ongoing basis.
My staff

Table HRS11. Methods Used to Share Information from HRSPC

	Frequency
Formal meetings	1

Table HRS11a. Other Method of Sharing HRSPC Informatio

Oral communications

HRSPC Strengths and Weaknesses

HRSPC members indicated what HRSPC did well during the year, and where they could improve. Responses are listed in Tables HRS12 and HRS13.

Table HRS12. What HRSPC Did Well This Year

Gave input and approved HRS Staffing Master Plan, reviewed and provided input for the Strategic Plan 2016, reviewed and gave input on HR exit interview process
SPPF funding for staff technical training, communication of the status of key issues related to benefits, salary, planning.

Table HRS13. How HRSPC Can Improve

Encourage committee members attend more meetings.
Improve meeting day and time; have presentations from subordinate committees and advisory committees.

Instruction Planning Council

IPC Performance

The respondents' ratings of IPC are displayed in Table II. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. These comments are found in Tables I2-5.

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the IPC are clear and well understood.	16	56.3%	37.5%	6.3%	0.0%	0.0%
The IPC has operated effectively this year.	16	31.3%	56.3%	6.3%	6.3%	0.0%
The IPC spends the appropriate amount of time discussing and acting upon issues and topics.	16	43.8%	31.3%	6.3%	18.8%	0.0%
The procedures used to guide the functioning of the IPC are effective.	16	37.5%	56.3%	6.3%	0.0%	0.0%
The structure of IPC allows for open and participatory communication between constituents.	16	68.8%	25.0%	6.3%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of IPC.	16	62.5%	31.3%	6.3%	0.0%	0.0%
As a member of IPC, I am/was able to participate in the decision-making process of the college.	16	68.8%	25.0%	6.3%	0.0%	0.0%
As a member of IPC, I feel that I am/was able to devote the time necessary for participation on the council.	16	43.8%	37.5%	12.5%	6.3%	0.0%

Table I2. Comments on the amount of time spent discussing and acting on issues in IPC

It often seems like there is not nearly enough time to cover various important topics, and others seem to take far too much time. It's always hard to keep a proper balance.

Need to spend more time considering the PRPs when distributing / allocating money.

Table I3. Comments on the effectiveness of the procedures used to guide the functioning of IPC

[Name Redacted] and [Name Redacted] do an amazing job of coordinating, keeping all reports up to date and keeping us on track.

I would like to continue to see the process for resource allocation developed for more effective results.

Table I4. Comments on the impact of the structure of IPC on open and participatory communication

There is some overrepresentation on the council from some divisions.

Table I5. Comments on the respondent's ability to devote sufficient time to the IPC

Felt that sometimes only one meeting needed for the month. Others definitely required the two meetings a month to meet our objectives.

Respondents rated the clarity of (a) the Annual Strategic Plan’s Action Plan and the process for tracking progress on the college’s objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. These ratings are summarized in Table I6. Each were perceived to be moderately to very clear.

	Not at all clear	Moderately clear	Very clear	Total
Clarity of the annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	1	8	7	16
	6.3%	50.0%	43.8%	100.0%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	3	7	6	16
	18.8%	43.8%	37.5%	100.0%
Clarity of IPC’s Program Review and Planning (PRP) Process	1	8	7	16
	6.3%	50.0%	43.8%	100.0%

Respondents indicated how well they thought the Planning Process and the PRP Process links resource allocations to planning priorities. Figure I1 shows that IPC members thought the Planning Process and the PRP Process links resource allocations to planning priorities well. Table I7a contains the respondent comments.

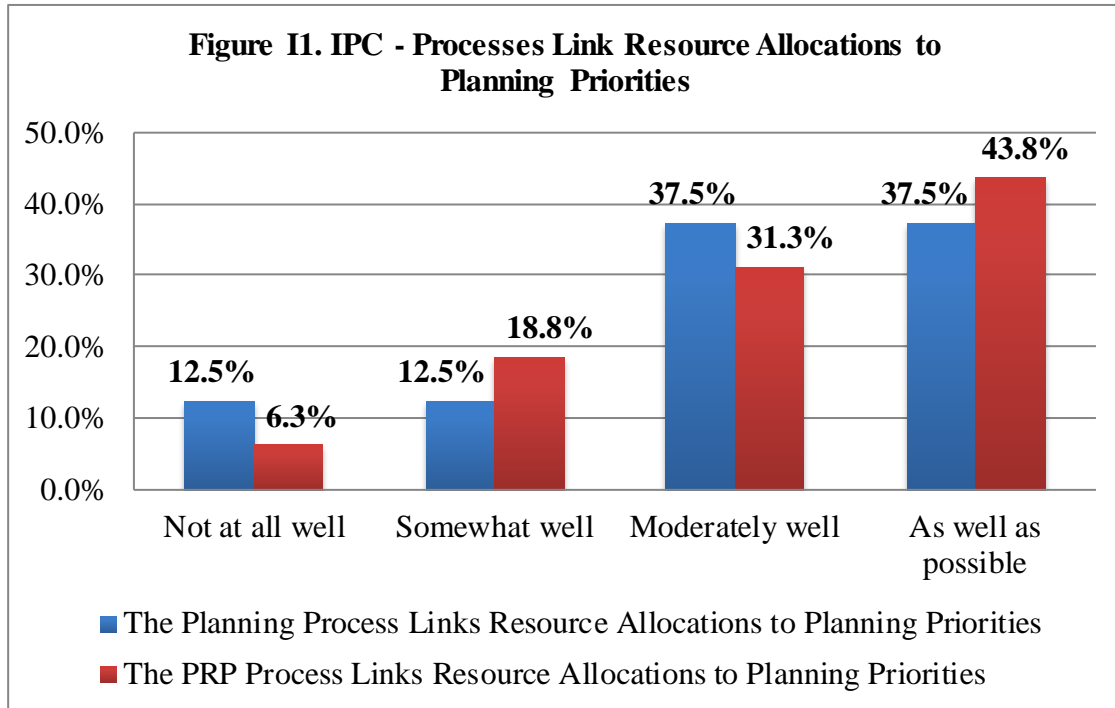


Table I7a. IPC Comments on the College's Planning Process Linking Resource Allocations to Planning Priorities

Felt that it may be beneficial to allow dept. heads to attend meeting, just prior to allocation selections, to provide clarification of priorities for their departments. Some departments had multiple number one priorities, other had travel. It would be nice to do a last minute clarification session to really see what the true needs are.

It links resource allocations to planning priorities, but it does not take into consideration the efficiency and effectiveness of programs. This year we simply looked at all the priority #1s and then moved on to the #2s if there were still funds available. The process would be quite lengthy if true program review was included in the process.

The PRP does do this - but the resource allocation needs to make sure the information is there.

We need to make clearer the connection between program & service area outcomes and resource requests. Course SLOs are not always the best fit for connecting planning to resource requests.

IPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at IPC?” Their open-ended responses are found in Table I8, and the method by which they shared such information is summarized in Table I9.

Table I8. Who Respondents Shared Information with Regarding IPC Discussions and Actions
department
Department Chairs and ADAs
Department Chairs and supervisors.
Department chairs, faculty
faculty & staff
faculty and staff
Faculty and staff in my area.
Faculty and staff in my department along with others I know on campus that the information was relevant to.
Faculty in Department meetings and in reports to the Faculty Senate.
My director.
other committee members, my chair
Student Services
Supervisor and co-workers
Usually these information comes through the proper channel. (wait until the official announcement)

Table I9. Methods Used to Share Information from IPC	
	Frequency
E-mail	9
Formal meetings	9
Informal meetings/discussions	12
Reports	4
Other	0

IPC Strengths and Weaknesses

IPC members indicated what the council did well during the year, and where they could improve. Tables I15 and I16 display their comments.

Table I15. What IPC Did Well This Year
1. Bring the committee up to date on the funding process. 2. Reviewed and clarified PRP requests. 3. Allocated funds for needed PRP requests. 4. Selected what we felt were priority academic faculty positions to be funded.
Faculty Allocation for 2015
Implemented an updated PRP form, finalized a three year cycle, reviewed PRP forms and distributed allocations based upon requests. Forwarded SPPF recommendations to SPC.
IPC has tackled some difficult issues; revising the PRP process and allocation of resources are two of the most difficult.
IPC is a very collegial group that works well together. During our PRP process, for example, we managed a large amount of material and were consistently seeking opportunities to improve upon the process in order to achieve a fairer distribution of resources.
PRP Process
The process for allocating funds to requests submitted on PRP forms was the best that it has ever been -- as was the outcome of that process.
Very respectful, transparent, and democratic process.
We are trying to make sure the funds are distributed equitably yet by needs.
We effectively and fairly: prioritized classified and faculty positions; and allocated funds for PT hourly support, travel, lottery eligible materials, equipment, and technology.
We refined the PRPs yet again, which provided more information to make accurate decisions, but further refinements are still needed.

Table I16. How IPC Can Improve

1. As suggested earlier, allow department heads to attend one of the meetings as we get close to allocation selections/faculty selections to really get a more accurate feel for what the true priorities and needs are for their department.
1. make process more transparent 2. read the PRPs
Continue to improve the PRP process
Continue to revise/improve the content of PRP forms to incorporate ongoing feedback from those who fill out the forms.
Continue to work on the allocation process.
Focusing on need vs distribution equally across areas. We did a great job at being fair (PRP allocations for lottery for example) but may need to develop more systematic efforts allocating based on need. However, given the tight budget over the last several years, helping to rebuild makes perfect sense.
No recommendations at this time.
Refine the PRP process yet again. More information is needed to make accurate funding recommendations within the constraints of limited budgets. Strictly require all disciplines and departments to properly prioritize their funding requests.
The council is very inclusive, but this makes it difficult to progress in our tasks at times. I do think the committee was effective, if not always efficient with our time. the members have to see the bigger picture, the college as a whole.
The timeline for PRPs needs to be improved. Allocations from PRPs need to occur at least one month earlier. IPC should consider sending brief minutes, similar to what the Senate produces, after each meeting.
We are a work in progress, especially with respect to resource allocation. This year was a big improvement over last year; I imagine that next year's will be an improvement over this year's.

Strategic Planning Council

SPC Performance

The respondents were asked to rate the planning councils on which they served with respect to eight different aspects. These ratings are displayed in Table S1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. These comments are in Tables S2-9.

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the SPC are clear and well understood.	8	62.5%	37.5%	0.0%	0.0%	0.0%
The SPC has operated effectively this year.	8	62.5%	37.5%	0.0%	0.0%	0.0%
The SPC spends the appropriate amount of time discussing and acting upon issues and topics.	8	62.5%	25.0%	12.5%	0.0%	0.0%
The procedures used to guide the functioning of the SPC are effective.	8	75.0%	25.0%	0.0%	0.0%	0.0%
The structure of SPC allows for open and participatory communication between constituents.	8	37.5%	50.0%	12.5%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of SPC.	8	50.0%	37.5%	0.0%	12.5%	0.0%
As a member of SPC, I am/was able to participate in the decision-making process of the college.	8	37.5%	37.5%	25.0%	0.0%	0.0%
As a member of SPC, I feel that I am/was able to devote the time necessary for participation on the council.	8	25.0%	62.5%	12.5%	0.0%	0.0%

Table S2. Comments on the clarity of the role and responsibilities of the SPC

Annual orientation and continued planning focus in SPC meetings has focused Council appropriately.

Table S3. Comments on the effectiveness of SPC

Excellent work on SP 2016, SPPF funding decisions, open dialogue.

Table S4. Comments on the amount of time spent discussing and acting on issues in SPC

SP 2016 and accreditation have appropriately been the major foci for the Council.

Table S5. Comments on the effectiveness of the procedures used to guide the functioning of SPC

Well run and information packed meetings. The increased reporting requirements for accreditation and planning have focused discussion. These requirements don't seem like they are going to level off in the future, so the Council's time looks like it continue to be allocated in an increasing amount to these issues.

Table S6. Comments on the impact of the structure of SPC on open and participatory communication

Every contribution of every member in the Council is valued. Sometimes, the private conversations during another member's comments makes it difficult for members to hear the Council dialogue.

Table S7. Comments on the respondent's understanding of their role and responsibilities as a member of the SPC

Roles and responsibilities as set forth in the Governance Structure and the agendas clearly define and support my role.

Table S8. Comments on the respondent's ability to participate in the decision-making process as a member of the SPC

The Council is tightly focused on its role, and stays on task. Sometimes it seems like we'd all like to take a breath away from the planning process!

Table S9. Comments on the respondent's ability to devote sufficient time to the SPC

It is often difficult to adequately prepare and communicate with my colleagues before and after SPC, because of my principle college assignments.

Respondents were asked how clear they thought the Annual Strategic Plan’s Action Plan and the process for tracking progress on the college’s objectives were. They were also asked about the clarity of the Integrated Planning Model and Resource Allocation Model. These ratings are summarized in Table S10. Both were perceived to be clear. Respondent comments on these topics are found in Tables S11 and S12.

Table S10. SPC - Perceived Clarity of The Annual Strategic Plan's Action Plan, IPM, & RAM				
	Not at all clear	Moderately clear	Very clear	Total
Clarity of the annual Strategic Plan's Action Plan and the process for tracking progress on the	0	3	5	8
	0.0%	37.5%	62.5%	100.0%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	3	5	8
	0.0%	37.5%	62.5%	100.0%

Table S11. Comments on the Clarity of the Annual Strategic Plan's Action Plan and Progress Tracking

Excellent communication; progress toward objectives is always a "work in progress."

Table S12. SPC Comments on the Clarity of the PRP Process

These models are becoming mature, and the Council well-versed and facile in their use. Discussion s are thoughtful and robust.

SPC members were asked how well they thought the college’s planning processes link resource allocations to planning priorities well. Figure S1 summarizes their responses, and their comments are found in Table S13.

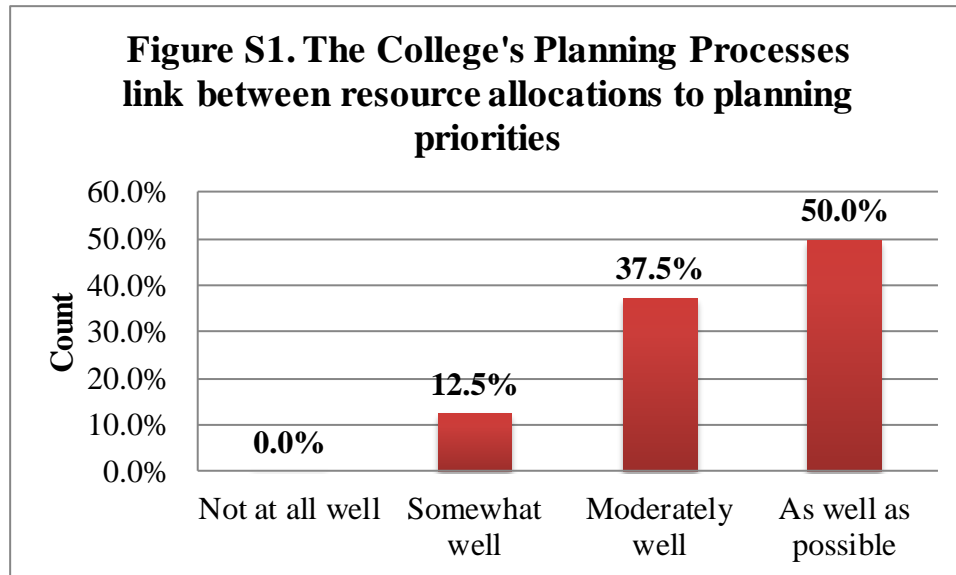


Table S13. SPC Comments on the link between Planning Priorities and Resource Allocation

The linkage between resource allocation and planning priorities is strong. The operational ability of the college to fund planning priorities beyond SPPF is limited because the lack of state support for community colleges, as compared to the other state-funded educational institutions.

SPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at SPC?” Their open-ended responses are found in Table S14, and the method by which they shared such information is summarized in Table S15. Additionally, respondents answering “other” to the question of what methods they used to communicate information about SPC were asked to specify that other method. Their responses are in Table S15a.

Table S14. Who Respondents Shared Information with Regarding SPC Discussions and Actions
AA Executive Council and Constituent Memembers
constiguent group
Department Chairs and supervisors
Members of the Life Sciences Department and our Dean ([Name Redacted])
Other comittees and faculty
The faculty and staff in our departments.
With my colleagues, both within my constituent group and with members of my division planning council.
With other faculty and commitees I serve on

Table S15. Methods Used to Share Information from SPC	
	Frequency
E-mail	6
Formal meetings	5
Informal meetings/disc	8
Other	1

Table S15a. Other Method of Sharing SPC Information
oral communications

SPC Strengths and Weaknesses

Tables S16 and S17 display respondent comments regarding what SPC did well during the year, and where they could improve.

Table S16. What SPC Did Well This Year
All of the meetings ran smoothly, and we covered a lot of material. It was a busy school year -- esp. with the work of the Accreditation writing teams going on -- but it seems like we accomplished a lot at SPC.
Allowed the opportunity for discussion and decision making
Excellent work on SP 2016, year 1 objective progress and reporting, SPPF prioritization and funding, collegial discussion, respect for all council members.
Meetings were efficient and to the point. Members did their homework, as did the groups reporting to SPC.
Updates to the Palomar College Strategic Plan 2016

Table S17. How SPC Can Improve
Have more objectives aimed at providing resources which directly impact student success and improve classroom instruction.
None at this time.
None noted.
Spend more time on strategic planning and less on operational tasks
The SPPF allocation was a bit later this year, which I think held up some projects from getting off the ground before the school year was out.
Using PDF packets is problematic for those using mobile devices such as iPads. Either using one PDF with bookmarks or using a cloud based file system (such as dropbox) would be an improvement.

Student Services Planning Council

SSPC Performance

The respondents rated the SSPC with respect to eight different aspects. These ratings are displayed in Table SS1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments.

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the SSPC are clear and well understood.	10	30.0%	70.0%	0.0%	0.0%	0.0%
The SSPC has operated effectively this year.	10	30.0%	70.0%	0.0%	0.0%	0.0%
The SSPC spends the appropriate amount of time discussing and acting upon issues and topics.	10	40.0%	60.0%	0.0%	0.0%	0.0%
The procedures used to guide the functioning of the SSPC are effective .	10	20.0%	70.0%	10.0%	0.0%	0.0%
The structure of SSPC allows for open and participatory communication between constituents.	10	50.0%	50.0%	0.0%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of SSPC.	9	33.3%	66.7%	0.0%	0.0%	0.0%
As a member of SSPC, I am/was able to participate in the decision-making process of the college.	10	30.0%	50.0%	20.0%	0.0%	0.0%
As a member of SSPC, I feel that I am/was able to devote the time necessary for participation on the council.	10	30.0%	60.0%	10.0%	0.0%	0.0%

Table SS2. Comments on the clarity of the role and responsibilities of the SSPC
--

Clear goals and objectives are stated.
--

Table SS3. Comments on the effectiveness of SSPC

The dialog regarding many issues has been inclusive of all members.

Table SS4. Comments on the effectiveness of the procedures used to guide the functioning of SSPC

Conduct?

The meetings are well run with clear goals and objectives.
--

There are many members of this committee who come in 10 to 15 minutes late every meeting.

Table SS5. Comments on the respondent's ability to participate in the decision-making process as a member of the SSPC
--

Very Minimal

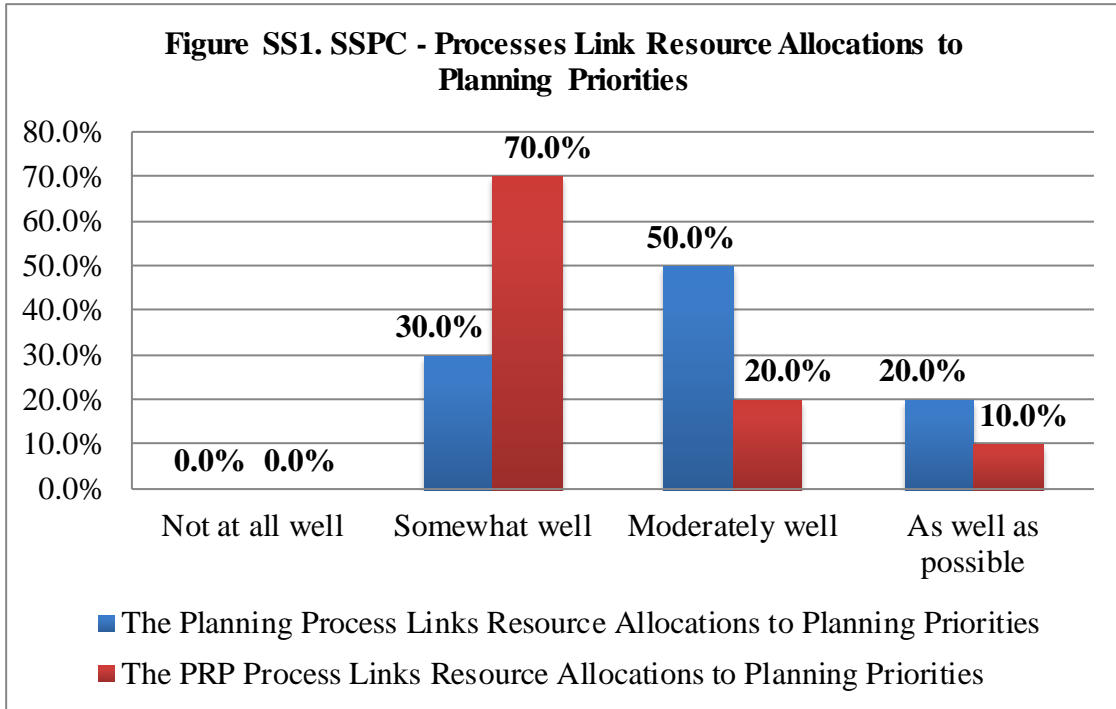
SSPC members’ offered their perceptions of the clarity of (a) the Annual Strategic Plan’s Action Plan and the process for tracking progress on the college’s objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. Table SS3 summarizes their responses.

Table SS3. SSPC - Perceived Clarity of Plans and Processes				
	Not at all clear	Moderately clear	Very clear	Total
Clarity of the annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	1	5	3	9
	11.1%	55.6%	33.3%	100.0%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	2	6	1	9
	22.2%	66.7%	11.1%	100.0%
Clarity of SSPC’s Program Review and Planning (PRP) Process	0	7	3	10
	0.0%	70.0%	30.0%	100.0%

Table SS2b. SSPC Comments on the Clarity of the IPM and RAM
Not reviewed

Table SS2c. SSPC Comments on the Clarity of the PRP Process
We need to update the Student Services PRP form to more accurately reflect the needs of Student Services.

SSPC members tended to think the planning process linked resource allocations to planning priorities fairly well. The PRP process was viewed as linking resource allocations to planning priorities only somewhat well. This is illustrated in Figure SS1.



SSPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at SSPC?” Their open-ended responses are found in Table SS5, and the method by which they shared such information is summarized in Table SS6.

Table SS5. Who Respondents Shared Information with Regarding SSPC Discussions and Actions
Area managers, other committees, general conversation with any interested/involved campus member, and general staff meetings.
Faculty Senate
My Department at DRC
My department colleagues and staff only if pertinent
MY fellow staff members.
SPC, VPSS Cabinet, and other department meetings as needed
Staff
The faculty and staff of our departments
Various people
With my colleagues in my department and department chair, I would share updates.

Table SS6. Methods Used to Share Information from SSPC	
	Frequency
E-mail	4
Formal meetings	6
Informal meetings/disc	9
Reports	2
Other	0

SSPC Strengths and Weaknesses

The members of SSPC offered their thoughts about what the council did well, and where it could improve. These comments are found in Tables SS7-8.

Table SS7. What SSPC Did Well This Year
[Name Redacted] has done a great job in his position for the first year. The meetings are organized, and he keeps everyone on task. There is an openness in the decision making process that has been a breath of fresh air. For instance, the hiring priorities process is open and transparent.
I joined the committee mid year... I do not recall of any specific examples
I think the team communicated and collaborated well. Everyone was involved with reviewing the PRPs and make good suggestions to those who presented.
Made priorities clear, and communicated information to its members.
Made quick, but informed decisions due to the tight timelines of many activities required to be completed by the end of this May.
Staffing priority discussions were very in depth and lively.
Too early to evaluate due to late hiring of current administrators

Table SS8. How SSPC Can Improve
As resources begin to return to the College, more money needs to be ear marked for needs addressed in PRP's.
For members to make it on time.
More training is needed on the development and analysis of SAOs.
None
Staffing plan veered from the delineated process without good reason.
Stick to time allotted to each item on the agenda. Place discussion items on agenda before committee reports to prevent running out of time and enduring critical information is covered first

Governance Structure

Governance Structure Evaluation

All members of planning councils were asked to evaluate the governance structure. Table G1 contains ratings on five aspects of the governance structure, and Tables G2-6 contain respondents' comments on these aspects.

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The roles and responsibilities of the planning councils are clearly defined and understood.	40	32.5%	55.0%	10.0%	2.5%	0.0%
The governance structure provides an opportunity for each campus constituency to identify and articulate its views on institution-wide issues.	40	32.5%	55.0%	10.0%	2.5%	0.0%
The process for proposing changes to the governance is clearly defined and understood.	40	32.5%	50.0%	12.5%	5.0%	0.0%
The process for presenting issues or matters for discussion within the governance structure is clearly defined and understood.	38	26.3%	71.1%	2.6%	0.0%	0.0%
The governance structure allows for expression of ideas, input, and feedback at all levels of the institution.	39	33.3%	48.7%	12.8%	5.1%	0.0%

Table G2. Comments on the the opportunity of the constituencies to express view points

I often have difficulty engaging my colleagues in my constituent group in active discussion on these issues - no one has the time.

The opportunity for all to be involved is there. I wish more would respond. That is something all members of the college community should address. Not really the fault of the planning committees.

Table G3. Comments on the clarity of the process for proposing changes

clear, mature, well-established process, well understood by each council.

I think it is defined well. Understood by all is hard to measure and I really do not feel all faculty understand this process. Not sure how to address that. The opportunities are there. Just need to facility interaction with all groups.

Table G4. Comments on the clarity of the process for presenting issues for discussion

As above.

Sometimes we have trouble with remembering the discussion order, given that we don't have many changes. Everyone is very understanding in these discussions.

Table G5. Comments on the governance structure's allowance for the expression of ideas

Only limitation is our time to communicate and ability to engage our colleagues given their assignments and work.

The structure does support this. I really do not think all faculty feel that they express all ideas and input freely.

Governance Structure Strengths and Weaknesses

Comments on the strengths of the governance structure and how it could be improved are found in Tables G7 and G8.

Table G7. Strengths of the Current Governance Structure
All constituencies are represented and are allowed to participate equally in the process.
Allows input from anyone who cares to give it.
Colaboration
Filter information down to dept members
inclusion
Issues are given full opportunity to be vetted.
It allows for wide participation.
It allows the college to function.
strong shared governance structure
issues and concerns.
The structure is well defined and designed for input from all members of the college community.
Very knowledgable leadership
We have a very helpful staff assiting the Council.
Well documented, rigorous, complete, current, and a great reference.
wide representation of stakeholders.

Table G8. How the Governance Structure Can Be Improved

Encourage better communication.
Explore ways to get more involvement from others. It seems that the same group of people are the ones doing most of the "work". I do not know how to change this, but it should be addressed in some way. It would be helpful to get new faculty and staff involved in the beginning. That might help them get and stay committed.
I feel that that there is still a division between faculty who teach and non-teaching faculty like counselors and librarians. There needs to be more representation from non- faculty on committees that lead the larger issues on campus.
In addition to having agenda and minutes of the councils posted at their individual sites, have a single web page from which to see all of the councils at a glance. Ideally, the most current agenda for each council would be already open on the page.
Listen, acknowledge and bring forward concerns from depts to the different and relevant planning councils and report back to the groups
Meet with a quorum more often.
N/A
na
No recommendations at this time.
none noted.
Rectify areas that are in need of improvement. The way the tutoring center is run was brought up on various occasions and it seems that there needs to be some intervention in order for faculty to be satisfied with how it functions. The same could be said for the IS department and Marketing. Things may need to be shaken up a bit in order for true change to get implemented and refine how the college runs as a whole.
The process is long and limits our ability to react quickly to issues/needs.
There appears to be opportunities to collapse a few committees into a single committee with on-going workgroups.
We might have subcommittees or subgroups among the Council to tackle and solve the particular issue.